DOCUMENT RESUME

ED 242 685 SP 024 078

TITLE	Common Core-Teaching and Learning. Guidance to Teachers and Tutors Involved in 17+ and Other Core Curricula. A Staff Development Publication.
INSTITUTION	Further Education Unit, London (England).
REPORT NO	ISBN-0-94649-60-1
PUB DATE	Jan 84
NOTE	78p.
PUB TYPE	Reports - Descriptive (141) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Behavioral Objectives; *Core Curriculum; *Curriculum Development; Foreign Countries; Inservice Teacher Education; Instructional Materials; Interdisciplinary Approach; Lesson Plans; Postsecondary Education; *Program Content; Secondary Education; Staff Development; *Vocational Education
IDENTIFIERS	*England

ABSTRACT

Increasingly in the United Kingdom, the concept of a common core of studies to which all secondary school students have right of access is appearing in a variety of education and training initiatives. This document is intended to help teachers appreciate and prepare for a core curriculum. The document takes an actual core curriculum that has been tested and generally adopted, examines its characteristics, and the problems it poses for teachers, and then suggests strategies that teachers may use in adapting it. The core chosen is that suggested in "A basis for choice" (ABC), which is associated with various high school curricula. Parts I and II of this publication describe the background of the ABC core and its implications. Part III, the central part of the document, describes ways in which an institution and its teachers may adopt an increasing commitment to an integrated core, via the processes of matching, modification, extension, and/or assimiliation of existing single-subject syllabi. Part IV describes strategies available for implementing a core, and appendix 1 contains 10 examples of these strategies in action. Appendix 2 contains a "Common Core Checklist"; appendix 3 provides a list of useful references; and appendix 4 lists members of the working group. (JMK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED242685

FURTHER EDUCATION UNIT

A Staff Development Publication

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Mansell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Common core-teaching and learning

SP024078

January 1984

FURTHER EDUCATION UNIT

A Staff Development Publication

Common core-teaching and learning

Guidance to teachers and tutors involved in 17+ and other core curricula

ISBN 0 946469 60 1
January 1984

Printed by Silverdale Press, Hayes, Middlesex

3

FURTHER EDUCATION UNIT

Elizabeth House York Road London SE1 7PH Telephone 01-928-9222 ext

Chairman: J G Owen CBE

Chief Officer: Jack Mansell MEd CEng FIEE MIMech E

Chief Education Officers
Principals of FHE Establishments
Secretaries of Regional and FE
Examining Bodies
Press and other Interested
Institutions/Individuals

Dear Sir/Madam

COMMON CORE TEACHING AND LEARNING

I enclose a copy of the above document which is the product of an FEU study group chaired by Professor Richard Pring.

The document is intended for teachers and course organisers in both colleges and schools. It recognises that in addition to their normal subject teaching, many teachers are increasingly expected to relate to some form of core curriculum, usually as part of a pre-vocational programme.

Possible strategies, by which teachers may progressively integrate their subject teaching with a core, are described and illustrated by examples actually in use. To make the guidance as realistic as possible an actual core curriculum, as suggested in A Basis for Choice*, has been used as the focus of the document. It is hoped however that the strategies suggested will transfer to other core-curricula.

The study group was conscious that the concept of a compulsory core, its possible erosion of single subject teaching and its clear need for team work - may well appear threatening to many teachers. One aim of this document therefore, is to illustrate that such fears are generally unfounded and, with a positive approach, core teaching can widen the horizons of both teachers and learners.

The FEU endorses the principles espoused in this document and hopes to use it as a basis for further work.

Yours faithfully

Jack Mansell

JACK MANSELL
Chief Officer

* FEU December 1982 (2nd Edition)

A Company limited by guarantee. Registered Office: Elizabeth House, York Road, London SE1 7PH. Registered Number 1688702 England

Board of Management

Chairman	**J G Owen CBE** Chief Education Officer, Devon
Members	**J C N Baillie** National Association of Teachers in Further and Higher Education
	T R Clendon Manpower Services Commission, Training Services Division
	J Deboo Confederation of British industry
	E L Ellison Association of Principals of Colleges Association of Colleges of Further and Higher Education
	R J Hartles Association of Metropolitan Authorities
	R Jackson Trades Union Congress
	J Morris Association of County Councils
	E Norris HMI Department of Education and Science
	L Rees Welsh Joint Education Committee
	C R Walker Department of Education and Science
Observers	**Dr F D Duffin** Department of Education, Northern Ireland
	J Howgego Scottish Education Department
	J F Mann Schools Council
	P C Webb HMI Welsh Office Education Department
Secretary	**Jack Mansell** Chief Officer, Further Education Unit

The objects for which **The Further Education Unit (FEU)** is established are to promote, encourage and develop the efficient provision of further education in the United Kingdom and for that purpose:

a) to review and evaluate the range of existing further education curricula and programmes and to identify overlap, duplication, deficiencies and inconsistencies therein;

b) to determine priorities for action to improve the provision of further education and to make recommendations as to how such improvement can be effected;

c) to carry out studies in further education and to support investigations of and experimentation in, and the development of further education curricula and to contribute to and assist in the evaluation of initiatives in further education;

d) to disseminate and publish information and to assist in the dissemination and publication of information about recommendations for and experiments and developments in further education.

The publications in this series of Reports are intended to inform teachers and others and to stimulate professional discussion about matters of concern to the FE service. A limited number of extra copies of this report are available from

Publications Despatch Centre,
Department of Education and Science,
Honeypot Lane, Canons Park,
Stanmore, Middlesex HA7 1AZ.

© Further Education Unit (FEU) 1984

Except for Examples H and J in Appendix 1 (which are © ILEA 1984 All Rights Reserved) reproduction in whole or in part of the contents of this publication is authorised for all non-commercial educational purposes, provided the source is acknowledged.
All rights reserved with regard to commercial reproduction of the contents.

Contents

		Paragraph	*Page*
Preface			viii
Part I –	The Curriculum Challenge	1–10	1
Part II –	The Nature of the Core	11–16	3
Part III –	Identifying with a Core Curriculum	17–25	7
Part IV –	Implementing and Developing a Core Curriculum	26–40	11
Part V –	Getting to Grips with the Issues	41–55	19
Appendices			
1 – Curriculum Examples			23
2 – FEU Common Core Checklist			55
3 – Useful References			67
4 – Working Group Membership			71

Preface

i The document that follows is intended to help teachers appreciate and prepare for a core curriculum. Increasingly, the concept of a common-core of studies to which all students should have right of access is appearing in a variety of education and training initiatives throughout the 14-19 age range. For some teachers, this is a trend to be welcomed; others will be less certain. It is not the aim of this document to criticise single-subject curricula or the methods of teaching and examining them. Indeed it would be the opinion of those who contributed to it that a common-core and single-subjects are not necessarily exclusive of each other.

ii The study group did however recognise that where a core curriculum is introduced it invariably presents problems to teachers whose teaching has been primarily related to conventional subject syllabuses, whether in schools or colleges. It also recognised that some adjustments are necessary in skills as well as attitudes – and this document attempts to describe those adjustments.

iii To do this realistically the document takes an actual core-curriculum that has been tested and generally adopted, examines its characteristics, the problems it poses for teachers, and then suggests strategies that teachers may use in adopting it. The core chosen is that suggested in *A basis for choice* (ABC)[1] which is associated with various 17+ curricula. It thus has an immediacy of its own, but it is hoped that the problems and strategies identified are relevant to other core-curricula.

iv The ABC core is not universally applicable, neither is it free of defects but it exemplifies many of the characteristics and challenges that will be associated with other cores. The point is made that core curricula are not automatically a panacea for remedying the faults in the educational system and a core can only be as good as the ideology, processes and content that form it. Given a core however, teachers have a professional responsibility to implement it as best they can and this document attempts to help them fulfil that responsibility.

v The earlier sections of the document describe the background to the ABC core and its implications. Part III, which comprises the focus of the document, describes ways in which an institution and its teachers may adopt an increasing commitment to an integrated core via the processes of *matching, modification, extension* and/or *assimilation* of existing single-subject syllabuses. The degree of commitment will be a local and often an individual or team decision, which is bound to be influenced by the support that exists.

vi Much of the remainder of the document describes strategies available for implementing a core, and Appendix I contains examples of these strategies in action. It will be noted that the examples are from both schools and colleges, thus reflecting the commonality of the issues that concern all teachers involved in 14-19 curricula. This commonality was also reflected in the composition of the study-group which produced the document. This represented a departure from normal FEU practice and we hope it will be seen as a helpful acknowledgement of the need for schools and colleges to work more closely together. The FEU is indebted to the study-group and particularly to its Chairman, Professor Richard Pring, for the work that has obviously gone into the document and for a commitment that persisted through many meetings. The FEU endorses the principles espoused and hopes to use this document as a basis for further work.

Jack Mansell
Chief Officer

1 *A basis for choice* 2nd Edition. FEU, 1982.
The first edition was published in 1979.

Part I. The Curriculum Challenge

1. Most young people have in the past left school at the compulsory leaving age, now 16. They have either found jobs or entered further education to be trained in specific skills. Before 16 they followed courses orientated towards GCE 'O' level or CSE examinations – apart from a relatively small minority for whom examinations were not thought to be appropriate.

2. This pattern, however, has changed. There is little employment for those leaving school at the age of 16. Training courses in specific operative and craft skills are declining, as traditional industries and ways of working give way to new ones. Increasingly, therefore, there are young people continuing their education after the age of 16 for whom academic 'A' level courses are not appropriate and yet for whom there are no obvious vocational paths to follow. To meet this situation there has been a growth of 'pre-vocational courses', in further education and, increasingly, in schools. These courses aim to continue the general education of young people: they have occupational relevance without relating too closely to a specific job, and they stress the central importance of basic skills and of personal and social development. FEU's report *A basis for choice* (ABC) outlined the kind of curriculum framework which could provide a structure for such courses. Within this framework it was advocated that there should be:

(i) a common core of studies; (60%)

(ii) studies with a vocational bias; (20%)

(iii) occupationally specific studies and experience (20%).

3. Distinguishing this tripartite framework is important, but the dominating requirement is an integrated course structure supporting individual students' needs. The design of pre-vocational courses should give supremacy to the whole course by:

initially articulating course objectives, based on negotiation with the young people themselves;

matching the model core curriculum with the needs and circumstances of the local community;

integrating the core curriculum with vocationally-based and job-specific studies.

This document now concentrates on one part – the core – of such a course. The issues and processes of curriculum design that are described will, in practice, need to be extended to the whole course.

4. The common core of studies was intended to reflect the general education to which all young people should be entitled. It was expressed in terms of aims and objectives which intentionally blurred the boundaries between subjects, and referred to personal qualities, skills, attitudes and practical knowledge which often go unmentioned in the formal timetable of school or college. The reason for this was that many of the competencies that young people need for survival as adults in a world which is increasingly uncertain and ill-defined, owe little to the content of traditional subjects. They rely on more generalised process skills of analysis and problem solving, personal qualities such as resilience and responsibility, and the ability to transfer knowledge and skills acquired in one context to other problems and situations. There is evidence to show that many students have difficulty in applying subject-oriented skills to other subject areas.[1] This is one of the main arguments for a move away from subject bound knowledge and skills to applying them in a variety of contexts across a core. What is needed is for each student, at whatever academic level, to develop an individual collection of knowledge, skills, experiences and attitudes which will provide support in the next stages of life, whatever they may be.

5. The aims and objectives of ABC's common core curriculum, which are given in Appendix 2, emphasise such central qualities and skills. Used as a checklist for planning or evaluating courses, they enable and encourage teachers and students to come together and to consider the impact of the curriculum as a whole upon the general educational development of young people. They facilitate greater continuity, integration and transferability of learning.

6. Developments such as these constitute a quite radical change in the curriculum of 16 to 17 year olds and, increasingly, the common core as developed in ABC has been adopted by examining bodies such as City and Guilds of London Institute (in, for example, its Vocational

1 For example see Assessment of Performance Unit. *First age 15 science survey*. Department of Education and Science, 1982.

Preparation [General] course), the Technician Education Council, and by some LEA's.

7. These changes apply to both schools and colleges of further education. Young people are staying on at school for pre-vocational studies; and teachers, accustomed to teaching within specific subject areas, often feel ill-equipped to plan and teach more integrated courses. Moreover, what happens after 16 must affect what happens earlier.

8. ABC's approach to the core curriculum has been adopted by the DES in its proposals[1] for the new 17 + qualification which is directed at:

"young people of widely varying ability, but usually with modest academic achievements at 16 +, who have not yet formed a clear idea of the kind of job they might tackle successfully."

According to the DES statement of May 1982, the Certificate of Pre-Vocational Education will provide a more practical and vocational slant to their studies than is normally given and will require a programme planned as a coherent whole rather than as an aggregate of single subjects.

9. In its response to the proposals,[2] the FEU stated:

"For teachers and managers it is the translation of single subject syllabuses into *integrated* courses – via cross-disciplinary learning, counselling, continuous assessment and an occupationally relevant approach, which is probably the most demanding task . . . It is here, as much as in the provision of physical resources, that support is required . . ."

10. This then is the curriculum challenge. How can the principles of a more integrated curriculum, as they have been spelt out in ABC, be taken on board by schools and colleges which so often think of the curriculum in terms of distinct subjects? To what extent can the teachers who will be involved in this:

(i) utilise their existing experience;

(ii) appraise their expertise and strategies;

(iii) re-appraise the educational scope of their subjects?

Our arguments are based on the ABC common core, because it is the most developed and tested core of which we are aware. We make no claims that this is the only approach, but that its principles are worth considering and extending to core teaching generally.

1 *17 + a new qualification*. HMSO, 1982.
2 *FEU Response to 17 + a new pre-vocational qualification*. FEU, 1982.

Part II The Nature of the Core

11. The curriculum developments referred to in Part I aim to meet the needs of those continuing in full-time education beyond the age of 16 by:

(i) providing a more experiential and occupationally relevant slant to their studies than is normally given in schools, and in some FE courses;

(ii) concentrating on skills/qualities which can be developed and reinforced in a number of subject contexts and therefore require a programme planned as a coherent whole;

(iii) relating provision to each student's individual achievements and needs;

(iv) preparing students for the transition from full-time education to adult life.

Such aims will inevitably have an impact upon learning processes and teaching styles. What then are the features of this curriculum?

Aims and Objectives: Direct and Indirect Approaches

12. Many teachers, especially those who through TEC/BEC/CGLI/RSA etc, are familiar with an objectives-based curriculum design, will prefer to approach the core directly through the aims and objectives of ABC as described in Appendix 2. Examples of this approach were described in *ABC in action*. FEU, 1981. Firstly, an analysis of the needs of the likely client group is required, then follows the development of a checklist of aims and objectives aimed at catering for those needs. These aims and objectives may, or may not, be grouped under subject labels. (In Appendix 1 a number of case studies use this approach.) Other teachers have accepted that the ABC aims and objectives as presently grouped are broadly appropriate to their students' needs and have contributed to them, both individually and across the curriculum. Once the check-list is accepted, teachers then devise teaching, learning and assessment materials and strategies capable of fulfilling these aims and objectives. Such a process invariably means a team approach, not only at the design stage but throughout the course, to continuously monitor implementation and progress.

13. Others may wish, as an intermediate step, to re-group core objectives under more familiar headings related to content and process, as shown below. It has to be stressed that these are not discrete activities (eg *technological education* may well involve environmental appreciation). Further, the more central – say – *personal and social development* is as an aim, the less it should appear as a 'subject' and more as an explicit shared aim of everyone's 'subject'. Indeed, one of the first tasks of a team of teachers working to a core is to decide which objectives are the responsibility of the whole team and which are specific to individual members. However, groupings such as those below may help give readers the flavour of the core we are describing and a focus for considering their contribution to it, before turning to detailed objectives such as described in Appendix 2. Such groupings may also identify the extent to which a national core satisfies local needs. For example, it will be noted below that few ABC objectives relate to the heading *environmental and aesthetic appreciation*. With this information, teachers may well wish to formulate additional local objectives under this heading.

i. *personal and social development* –

e.g. respect for oneself and for others, the ability to see things from another's point of view, confidence in oneself and in one's relationships with others, sensitivity, the capacity to form moral judgements and to establish a firm set of values, and acceptance of responsibility for one's own actions and decisions.
(See ABC objectives 1.1–1.7, 4.1–4.7, and 5.1–5.6)

ii. *environmental and aesthetic appreciation* –

e.g. the practice of creative arts and/or their appreciation as a means of developing oneself, and one's awareness of self, in relation to others and to the environment.[1]
(See ABC. objectives 3.1, 3.8 and 10.3)

iii. *technological education* –

e.g. on understanding and appreciation of technical achievements, their impact upon the environment, their relation to human needs, and their special implications.
(See ABC. objectives 10.4, 10.5 and 11.2)

1 *Beyond coping*. FEU, 1980

iv. *political and economic education* –

e.g. a grasp of key political and economic concepts, and the practical knowledge which will facilitate active participation in the political life of the community.
(See ABC. objectives 9.1–9.19)

v. *communication* –

e.g. an increased mastery of the different functions of language, whether spoken or written and of non-verbal communication; and a sensitivity to different audiences.
(See ABC. objectives 4.1–4.7, and 6.3.1–6.3.19)

vi. *numeracy* –

e.g. a facility with numbers, especially with the skills of calculation that are required for everyday life and with those operations that are basic to further technical studies. This would include the ability to understand relationships expressed graphically and symbolically.
(See ABC. objectives 3.7, 6.1, 6.2, 9.6–9.8 and 11.1)

vii. *manipulative skills* –

e.g. the control and co-ordination of motor activities, and the acquisition of skills related to a range of practical tasks – in particular to further studies and to employment.
(See ABC. objectives 3.1–3.10, 11.2 and 11.4)

viii. *process skills* –

e.g. problem solving – the ability to identify, formulate and tackle systematically and imaginatively, new kinds of problems and to relate these problems to procedures learnt in quite different contexts.
(See ABC. objectives 2.1–2.6)

e.g. *study skills* – an appreciation of effective learning strategies and the ability to deploy them appropriately.
(See ABC. objectives 7.1–7.6)

e.g. *flexibility* – the combination of attitudes and skills that enables individuals to adapt confidently to new situations, and to transfer what has been learnt in one context to others.
(See ABC. objectives 12.1.1–12.1.3)

14. Note that these features could characterise a whole curriculum. A few reflect specific curriculum content – the development, for example, of particular political and economic concepts, or specific manipulative skills – but, on the whole, they refer to outcomes which could arise from quite different programmes and syllabuses. Self-confidence and self respect, for example, which are central to personal and social development, arise out of the achievements and encouragement provided throughout the curriculum. Similarly, no one would expect flexibility to have a particular slot on the timetable, but its place throughout the curriculum must be ensured. Communication, too, should not be seen entirely as a discrete component – the Bullock Report[1] indicated the crucial importance of language transactions across the curriculum. Such an approach to the common core of studies is adaptable to different student needs. For many students, placing core skills in the context of a relevant vocational curriculum will improve their motivation to learn. For those who lack confidence the context matters less than the need to do and to succeed. What is always important is that coherence is given by an overall set of aims which are shared by staff and students.

Teaching Strategies

15. The ABC aims are achieved by specific learning experiences and processes. As such they must influence teaching strategies. Strategies relevant to tackling the core –discussed more fully in Parts IV and V, and exemplified in Appendix 1 – would require the following:

i. *Continuing assessment of needs and progress* –

the use of appropriate techniques for identifying and appraising the qualities, talents, and needs of young people. Often, with students of 16, this will require a period of induction during which teachers discover the learners' needs and experiences, and students, in turn, learn about their courses and teachers, and their own stages of development. The first three ABC aims (See Appendix 2) are particularly appropriate at this stage. Assessment continues to be needed throughout any course – to provide evidence by which problems can be diagnosed,

1 Bullock, A. (Chairman) *A language for life*, HMSO, 1975.

goals agreed and progress measured. Choosing assessment methods appropriate to the purposes for which they are used remains, as ever, a demanding professional task.

ii. *Negotiation* –

some shift in the control of learning from teacher to learner, and from the teacher as instructor to the teacher as facilitator. Characteristic of a negotiated programme are an agreement upon learning goals (based upon a systematic assessment of the young person's needs) and a contract between teacher and young person to achieve those agreed goals.

iii. *Experiential learning* –

a shift from experience as an illustration of the curriculum to experience as a determinant of the curriculum. There is a need for greater reflection upon experience (e.g. the varied experiences that young people bring to the school or college which are so often ignored, the practical experiences organised for, with and by them, the residential experience shared with them) both as the basis from which further learning develops and as a teaching strategy itself.

iv. *Counselling and guidance* –

the mastery and use of skills – for example those of listening to young people, and giving them time and space to make their own decisions and act on them – which are needed daily in order to help young people grow in self-knowledge and come to a realistic understanding of their own powers and limitations. Such counselling and guidance skills should, of course, be part and parcel of assessment of and negotiation with the young person.

v. *Community involvement* –

the extension of schooling (or college work) to the wider community: by using the resources of the community and by encouraging greater participation in community projects as an integral part of the curriculum.

vi *Teaching for transfer* –

using techniques and strategies to help students develop and 'own' skills and concepts, practise them in a number of situations, and recognise their applicability to a range of other contexts.

vii. *Recording and profiling* –

the provision of a more informative picture of a young person's achievements, abilities and interests than is possible through formal examinations and certification alone. Profiling requires that young people themselves accept some responsibility for contributing to this picture.

16. None of these strategies is the prerogative of core teaching, but a core design emphasises their need, and already quite considerable practical experience exists to show how such a core curriculum might be implemented in practice. Some of this is referred to in Appendix 1. For some teachers this implementation may provide little or no change or challenge, but it is doubtful whether this is the case for most. Traditionally most secondary and further education teachers have worked within a curriculum framework that stresses subject content rather than general qualities, skills, and attitudes. Furthermore, teachers have more often than not identified themselves professionally with specific subjects and academic groups, rather than with inter-disciplinary teams providing a more integrated curriculum. For many teachers, therefore, core teaching will affect not only their teaching content, but the strategies they use. We say more in paragraph 35 as to how teachers might develop these strategies. In the meantime, what follows, is a brief outline of how such teachers might contribute to a curriculum core.

Part III. Identifying with a Core Curriculum

17. The central problem is this: how can teachers, who, more often than not, identify themselves professionally with a particular subject, contribute to and support the aims and objectives demanded by a curriculum of the kind outlined earlier? Or, how can an institution that is organised into subject departments introduce such an integrated curriculum? In Appendix 1, specific examples are provided of how particular people and places have to different degrees achieved this. Here, the different ways in which this achievement might be brought about are mapped out under four general headings which reflect an increasing commitment to integration. They involve teachers asking themselves the extent to which they feel confident that they can:

i. *match* what they already teach with the objectives of ABC;

ii. *modify* what and how they teach, to meet the requirements of the curriculum as outlined;

iii. *extend*, within a team of teachers, what they are doing to ensure that all core aims and objectives are achieved;

iv. be *assimilated* within a team of teachers to ensure that core, rather than subject, aims and objectives are central to their teaching.

These headings, of course, overlap and interconnect, and it is not suggested that any group of teachers should necessarily progress through them in this order.

Matching

18. Matching by asking to what extent the content and teaching of one's own subject is already meeting the requirements referred to in Part II, and expressed in greater detail in the aims and objectives of ABC (See Appendix 2).

In order to do this systematically, one could take these aims and objectives and list those already being attained. Where several subjects areas are involved in this exercise, it may be that quite a few of the objectives of the core curriculum are already being met. Indeed, some of the objectives are subject-specific (for example, "calculate percentages") and in the overall planning of the curriculum certain of them might be assigned to subject teachers without their having to change syllabus or mode of work at all.

19. In Appendix 1, both the Geography 16–19 and Family History projects show how, by using experiential strategies, some of the objectives of ABC are automatically achieved. Many other examples could be given from science, mathematics and so on. On the next page is an illustration of how subject teachers might, by using a matrix, analyse and illustrate the relationship between the content of a number of subjects, and the aims and objectives of ABC.

Such an exercise will reveal gaps which need filling. It will also show where certain objectives are being promoted out of all proportion to their importance to the curriculum as a whole. A similar matrix is provided in full in Appendix 1.

20. It should be stressed however that an integrated curriculum is more than the sum of the subjects which make it up. Furthermore it is concerned with teaching strategies as much as with content. It is unlikely therefore that a matching exercise on its own, using a curriculum organised along subject lines, can meet all the requirements outlined in Part II. There is rarely enough stress upon those general but important qualities that are not subject specific (see paragraph 14).

Modification

21. Modification by adapting the subject, as it has been traditionally understood, to fit in with the aims and objectives of a more integrated curriculum.

There have, of course, already been some quite radical changes in the content of, and approach to, traditional subjects. The Schools Council Geography for the Young School Leaver, History 13 to 16, and the Nuffield Working with Science projects show how subject teaching can be modified to stress, for example, the process of enquiry rather than the content of the subject, and hence to contribute to more general qualities. It is important, therefore, to see how, in the light of the matching exercise, a subject might be modified to meet objectives so far not attained, or to omit certain activities and content because they are being covered elsewhere. What is crucial is whether teachers see the significance of a subject in terms of its contribution to the objectives of an integrated course, and, if they do, whether they are willing to adapt that subject accordingly. For example, reference is made in

Subjects / ABC Aims	Careers	English	Home Economics	Maths
1. World of work	1.1 - 1.7	1.3 1.7	1.1 1.2 1.7	
2. Careers and personal decision making	2.1 - 2.5	2.1 2.2		
3. Skill development	3.1 3.5 3.9 3.10	3.5	3.1 3.2 3.3 3.7 3.8 3.9	3.5 3.7
4. Personal relationships	4.1 - 4.7	4.4 4.1 4.6 4.3 4.7	4.5 4.6	
5. Analysing and applying codes of behaviour	5.1 5.5 5.2 5.6 5.3	5.1 5.6 5.4		
6. Numeracy and Communication	6.1 6.3 6.2			
7. Study skills				

Part II to the emphasis put upon problem-solving skills and upon the ability to transfer what is learnt in one context to a new one. Teachers who realise the importance of this, may teach their subjects in a different way from those who do not. A numeracy teacher, for example, could identify the different contexts in which measuring can be used, give practice in applying that learning to new situations, and encourage students to generate new situations, and evaluate their own success. Further illustrations are given in Appendix 1 where teachers of "practical" subjects have developed assignments to take into account the communication needs of their students. The politics example, too, shows a conscious acceptance of objectives not immediately connected with conventional politics teaching. On the other hand, agreeing to review one's subject contribution in the light of colleagues' contributions, involves a trust in those colleagues that can only be built up by a close-working team. This is especially so where it involves handing over to other people areas of the curriculum one would previously have handled oneself (for example: the amount of reinforcement contained in communication classes may be minimised where this is spread over the whole curriculum).

Extension

22. Extension by identifying curriculum areas which could not be covered by existing subjects, however comprehensively modified, and by adopting a more interdisciplinary approach to these areas.

A group of teachers, for example, might wish political or economic understanding to be on the curriculum, even

though it does not "fit in" with established views about existing subjects. They may include it by incorporating political and economic components or concepts into several existing subjects, as did the Geographers in Appendix 1. Similarly with community involvement. This might be partly achieved by modification of current syllabuses and teaching styles, but this is likely to be of doubtful value unless community involvement is seen as fundamental to the whole curriculum. Or, again, as in the politics example in Appendix 1, one subject might provide an integrating focus for other subjects, thereby providing scope, through the extension of its own role in the curriculum, for achieving several of the aims of the common core. The point is that if a team of teachers, having accomplished the matching exercise described above, identify aims and objectives of the core curriculum that are not being achieved, they will need either to extend their own separate subjects or indeed to extend the curriculum as a whole by persuading the rest of the school to find space for new courses. Such a move is likely to mark the start of the process of interdisciplinary planning.

Assimilation

23. Assimilation by merging the individualism of subjects in a thoroughly integrated approach to the fulfilment of the aims and objectives of the core curriculum.

The ABC core shown in Appendix 2, does not, for example specifically identify the subjects of Geography or Science. Yet, as has been mentioned above and demonstrated in Appendix 1, they are not excluded. The apparent neglect of a hitherto familiar subject area, by a curriculum designed from another viewpoint, may well initially be regarded by the teachers of that subject as a threat. On reflection, however, such teachers may see the generic nature of the aims and objectives, and approach the core more confidently. To say that Geography, Science or many other traditional subjects have nothing to do with the world of work, value systems, communication, numeracy etc., is to do less than justice to these subjects. The disappearance of many traditional subject headings in a core does not mean that their essential content and processes should be excluded. The process of assimilation does, however, mean a re-definition of many of these subjects, quite often with more emphasis on process and less on content.

24. There are numerous examples that readers can no doubt point to where teachers are working in teams that have emerged from an analysis of students' needs and have planned a curriculum around those perceived needs. Such teachers require classroom skills which are not always directly connected with those of subject methodologies, and which relate more closely to cross-curriculum thinking, to counselling and guidance, to communicating with adolescents, and to recording (or profiling) a range of individual experiences and achievements. Such skills may well require development and support. Details of how one school has transformed its 14 to 17 curriculum into one that is determined by the needs of the student rather than by the constraints of particular subjects are given in Appendix 1, where there is also a description of an integrated school/college bridging course designed with the needs of a particular group of fifth-formers in mind.

25. Compared with assimilation, the stages of matching, modification and extension appear somewhat tentative. This is not to say that they are unhelpful, and they are not mutually exclusive. The aim of this document is to describe a range of options, from which schools, colleges and their teachers can choose. What is possible will depend on the local situation; on the size and clientele of the institution; on the availability of staff and resources; and ultimately on the support given by management, LEA, validating bodies and "consumers".

Part IV Implementing and Developing a Core Curriculum

26. The curriculum as outlined has considerable implications for staff and curriculum development and for the organisation and structure of schools and colleges. How, then might a school or college put into practice the principles that underlie an integrated core curriculum?

Building a Platform for Change – Student Needs

27. A useful starting point in any curriculum development is to answer key questions about current practice. These may be fairly general and be concerned with the relation of what is taught, and the style of teaching, to the main aims that the curriculum is meant to serve. To get a group of teachers to ask such questions is one way to generate self-reflection and self-criticism, without which there is unlikely to be much real change. Arising out of Parts I to IV of this document several questions seem pertinent:

(i) Where did last year's leavers proceed to – higher academic courses, full-time pre-vocational or vocational courses, MSC schemes, employment, unemployment?

(ii) How does this pattern differ from that of previous years?

(iii) To what extent does the curriculum prepare all young people for the education and training opportunities available to them?

(iv) By what methods do we ascertain this?

(v) What are the educational needs of young people in our locality?

(vi) Does our guidance and counselling fully prepare young people for all likely eventualities when they leave?

(vii) Do we agree that the content and teaching style outlined in Part II should characterise:
   a. pre-vocational courses post 16?
   b. the 4th and 5th year curriculum?

28. If the answers to these, and other, questions lead us to the conclusion that our current provision is not as appropriate as it might be for all young people, and that a common core curriculum would provide a focus for reviewing our work, we would need to adopt/amend/invent a common core appropriate to local needs, and develop the questions first expressed in paragraph 17 – to what extent are we confident that we can:

i. *match* what we already teach with the objecitves of a common core and identify the objectives which are not being, but could be, met by our own subjects;

ii. *modify* what and how we teach to meet the requirements of the curriculum as outlined;

iii. *extend*, within a team of teachers, what we are doing to ensure that all core aims and objectives are achieved;

iv. be *assimilated* within a team of teachers in order to ensure that the core, rather than subject, aims and objectives are central to our teaching, in terms of both content and strategies?

29. At this stage, we need to be clear that we are not just asking questions about our teaching styles and classroom skills. The shift from a chiefly subject-based curriculum to a more integrated and experiential one necessitates an appraisal of curriculum content and structure as well as of these styles and skills. It also raises broader questions, as to the developments necessary in:

management of the curriculum;
resources;
organisational structure;
school/college co-operation;
relations with other agencies and institutions; and
how to attract students to such courses.

30. From following this kind of appraisal, teachers can examine, from the point of view of their own clientele, institutions and locality:

the need for change (paragraph 27);

the extent to which common core teaching is a practical answer to that need (paragraph 28); and

the administrative support within which they can expect to work (paragraph 29).

This enables teachers to see exactly where they are along the road to a more integrated curriculum and to identify more clearly what is required in curriculum development or in acquiring specific teaching skills. Such an approach, based on teaching teams identifying the teaching demands of vocational preparation, measuring their corporate experiences and needs against those demands, planning staff development to concentrate on areas of greatest need, and curriculum development in the light of subsequent experience, is one that has been outlined in *Teaching skills* FEU, 1982 and is being used by the RSA in its vocational preparation staff-development scheme.[1]

Developing the Curriculum

31. This should be a joint venture. In the absence of any corporate re-thinking of what is taught, new ideas are often translated into old practices, i.e. innovation without change. The most important requirement therefore is for classroom teachers as well as curriculum leaders to work as an interdisciplinary team in order to progress within the framework described above, to:

identify the objectives of the common core within their own subject areas;

evaluate current practice, both within and across subject boundaries, in the light of the aims and objectives of the core curriculum;

identify the skills, resources, and structures required in order to implement the common core.

Development depends above all, upon team work – in evaluating, planning, and teaching. Otherwise the integration that is essential will not be attained. Moreover, the team must comprise a range of subject disciplines and of teachers occupying different degrees of seniority. The involvement of practising teachers is essential since they will be putting curriculum changes into practice. But essential, too, are heads of department and senior management because, without their understanding and support, the efforts of classroom teachers are so often frustrated.

1 *See* Staff Development for Vocational Preparation Tutors. FEU Research Project 165.

Developing Appropriate Teaching Skills

32. To implement the curriculum as outlined, teachers will need to master specific skills and, possibly, to adopt different teaching styles and attitudes. If the curriculum development team follows the procedure outlined above, it will identify areas of need. But identification is not enough. It must be followed by programmes of staff development.

33. Some of this development is related to course design and evaluation – new to many teachers, to whom even the process of describing a course in terms of aims and objectives may be unfamiliar. This is one reason why we grouped our course objectives as we did in paragraph 13, but it is an issue which has to be tackled if individual contributions to a core are to be expressed and measured at all accurately. In Appendix 1; the geography and maths teachers each relate their subject-based work systematically to ABC aims; the communication example offers the opportunity for readers to attempt this themselves; the bridging course is introduced in terms of its own core aims; the integrated assignment comes from a course whose components each have delineated objectives: core objectives are assembled on an assessment checklist which provides the basis for evaluation of student and teaching performance in integrated assignments. It is hoped that these examples will help readers both in measuring their teaching against core aims and objectives and in writing their own objectives.

34. Furthermore, considerable amounts of work have been carried out, much of it subject-based, in developing the broadly-based curriculum described in Appendix 2 and regrouped paragraph 13, whether or not expressed as aims and objective. We give a few, short illustrations in Appendix 1. For example, science is there associated with all the headings in paragraph 13; the integrated assignment is taken from a course which uses aesthetic appreciation as a motivating force for the development of a range of skills; technological studies and careers education provide the background for practising communication skills; and process skills – particularly problem solving – are given some attention by most of the examples. In Appendix 3, we list published work which may be of interest to readers, although the list is far from exhaustive. The examples given are those which have

helped members of this study group; they are not necessarily a systematic guide to the best in the field, and the FEU would be grateful to hear of important omissions.

35. We have indicated some ways in which subject-based teachers have worked towards more integrated courses. We now discuss the strategies (outlined in paragraph 15) which underline much of this, and other, work towards a student-centred core-curriculum. Again, illustrations are given in Appendix 1, and references listed in Appendix 3.

i. *Continuing assessment of needs and progress*

Assessment is part of the daily job of teachers – in marking work, in diagnosing learning problems, in deciding the direction a young person's work should take.

Teachers, through their assessments, exercise considerable influence over young people's futures. But rarely do they receive much professional preparation for such a role. Staff development would seem to be essential, therefore, in distinguishing the different functions of assessment – ascertaining the students' achievements and needs at the start of a course, so that it may build on these achievements and attempt to satisfy the needs; monitoring progress throughout a course so that next steps can be planned; and estimating the students achievements at the end of a course. A common core such as described in Appendix 2 provides a checklist against which students can be measured, but the method of assessment will vary with the type of learning and purpose of the assessment. A knowledge of appropriate methods is crucial. An objective test, for example, may indicate students' numerical knowledge, but not necessarily their ability to apply that knowledge. Similarly, a descriptive test of analysis may not be the most appropriate way of assessing progress made in experiential learning. This may be better judged by individual and grouped assignments, tasks and observed experiences i.e. using methods which reflect the learning strategies employed. If our aims are to do with doing, understanding and experiencing, we may well need to simulate assignments or observe students in situations where they are using the qualities we want to assess. In particular, assessment needs to include both the end product and the process involved. Similarly, with respect to the debate between criterion and norm-referenced testing. What matters is that the student has achieved the objective (criterion) being aimed for, and knows it! Whether all the rest of the group, or none of them, have done likewise is irrelevant to this individual assessment (though possibly not to an overall course assessment). What is also clear is that, if we are using assessment not merely to record performance and progress but also to motivate students for their next stage of learning, they have at the very least to understand how and why they are being assessed and, preferably, to be involved in their assessment. Tests may reliably indicate current achievements, which can be built on, but whether they can accurately forecast future progress is questionable.

ii. *Negotiation*

Encouraging students to take account of their own characteristics and involving them in decisions as to their own learning needs, gives them the direct experience of responsibility which is necessary for their development as self-reliant adults.

Negotiation requires a shared understanding of circumstances, constraints and alternatives and this, in turn, demands information and explanation. It also requires a pooling of all available ideas and experience, not just the teacher's. One of the strongest reasons for mutually agreed learning agendas, targets, profiles and reciprocal contracts is that the discussion and explanation that accompany them, substantially increase the understanding and commitment of both students and tutors. Strategies which aid negotiation include:

giving students practice/confidence by consistently negotiating small issues, e.g. alternative learning assignments;

simulating negotiating situations;

expecting students and teachers to provide evidence for achievement at reviews of progress;

following students' estimations of their own current achievements for the purpose of planning learning agendas, even if they seem to be over/under-estimating themselves;

working to contracts in which both student and tutor agree:

the starting point;
where they are aiming;
who will do what by when;

both tutor and student being clear about where the limits to negotiation (e.g. college/school rules) lie.

iii. *Experiential learning*

This involves learning strategies building on experience and knowledge that students bring to the classroom and devising or simulating experiences to develop that knowledge, rather than relying solely on the student's experiences being selected to illustrate the teacher's curriculum.

It calls for careful control and requires the teacher to discover the students' experiences and needs before planning their learning. FE teachers are made constantly aware of the need to ascertain students' experiences when they teach young people and adults who are employed. This both keeps teachers up to date, and gives students the benefit of having their experience and knowledge related to more general theory and practice. To ignore it is not only to miss an opportunity which allows teachers to demonstrate their learning skills, but also to run the danger of having education labelled by students as irrelevant to their needs. Much the same applies to school-based education, where pupils bring with them experience and knowledge from the "outside" world. Experiential learning helps to build relationships, but its very flexibility generates organisational demands and, as the evaluation studies of the Schools Council Humanities Curriculum project[1] show, requires skills that many teachers do not possess. For example, many young people currently have direct experience of the effects of unemployment in that their parents are out of work. That experience can be built on to consider the technological/economic/political causes of unemployment, likely trends etc., and it may be built on experientially – by carrying out local surveys to find out which firms have closed down recently, which jobs have disappeared from/increased at job centres, how much it costs to install a word processor etc. Such activities require planning to:

find out students' experiences without intrusion;

build on them with maximum effect;

work through experiences so that individuals can reflect on their own learning and share it with others;

clear time and – where necessary – brief community contacts or set up simulations, (the work can seldom be accomplished in 40-minute classes).

Even with planning, there is an element of risk. Inevitably, while young people are learning to take responsibility, they will have moments of irresponsibility. The further away from the classroom they are, the more visible those moments will be to the world at large. These risks, however, are outweighed by the gains accrued when students realise that their personal experiences are valued as recognised learning.

iv. *Counselling and guidance*

Negotiation, decision-making and many of the strategies of experiential learning require skills which can only be developed by practice and which require guidance in that practice.

Making plans for the future, particularly for a future which is as unpredictable as it currently appears to many young people, needs to be done against a background of realistic but supportive information and advice, however non-directive. Many teachers are unprepared for this counselling aspect of their role and may feel it their responsibility to come up with the answers, rather than to support their students while they work them out for themselves. The strategies and uses of guidance are discussed in detail in *Tutoring* FEU, 1982.

v. *Community involvement*

This may be a strategy of experiential learning, as in the case of work experience, or for developing social skills, as with interviewing local residents, residential experiences, etc.

It may also be a curriculum objective in its own right: to bring about an increasing awareness of the nature of the community, what it has to offer, its needs and the roles young people play in it. One of its strengths is that, by recognising that "out-of-school" experiences are a valid part of education, it increases the relevance of all aspects

1 Humanities Curriculum Project (HU 14 01) Schools Council 1967–1981

of education. Another is that it is a resource which has added dimensions to give to the classroom, from which both tutor and student can benefit. Most aspects of community involvement necessitate teacher organisation – arranging speakers, tape-recorders for interviews, work experience placements etc. These are not difficult tasks, but they involve considerable advance preparation. The teacher will usually take some kind of supervisory role during the experience, but is not the pivot. The risks involved in using the community as an educational tool are those of using experiential strategies generally and are connected with difficulties in monitoring and assessing learning. Various strategies for reflection and follow-up, including the pooling of individual experiences, may be used to make learning transfer more likely and to encourage sharing of experiences but, in cases where it is difficult to make explicit the learning, transfer may not happen, and thus it is crucial for the activity to be valuable in itself.

vi. *Teaching for transfer.*

Skills and knowledge acquired in one context are more likely to be transferred to another if transferability is included in the basic design of the programme and the strategies involved are made explicit.
An example is aim 12 in the ABC common core:

"To bring about a flexibility of attitude and a willingness to learn, sufficient to cope with future changes in technology and career."

The objectives associated with this aim are as follows.

The students should:

12.1 whenever they develop a particular capacity in a given context;

12.1.1 identify other contexts in which the capacity could be useful;

12.1.2 be given practice at applying relevant aspects of previous learning to a new situation;

12.1.3 identify any other activities at which they are likely to be successful on the evidence of this learning.

The implementation of this aim and its objectives will obviously not be brought about by giving a particular teacher or instructor a timetable slot marked "Flexibility . . .", but the existence of the aim, one hopes, will act as a focus for staff-team discussion. What is important is that all teachers investigate and exploit the transferability of every skill they teach.

What research has been done in this area has not been well assimilated in education; but generally the extent to which a skill is transferable depends on the nature of the skill, the principles to be learned, the context in which it has been taught and learned, the individual characteristics of the learner and the degree to which the skill is used. For example, the skills of approximation and estimation are applicable to a wide range of everyday and working situations, yet they are generally restricted to a mathematics syllabus. To master these skills involves a knowledge and understanding of numbers and their properties – very much the subject of mathematics. But once the basic techniques are understood, the range of examples to which they are applied must be widened if their transferability is to be encouraged. DIY material ordering, shopping, design and craft skills, travelling, the use of calculators/computers, and many other activities require the skills of approximation and estimation. If they are taught and learned in an impoverished way, related only to a syllabus heading in a single subject, then the likelihood of their being transferred is limited. Being able to assess their own abilities, interests, needs and achievements is likely to be of enormous use to young people in using and transferring their learning, especially when they find themselves in unfamiliar circumstances. Young people should be encouraged to think in terms of 'owning' their own bundle of skills, which they can apply in a variety of contexts. This personal development has already been mentioned in a number of contexts and is one of the reasons for counselling and guidance in vocational preparation and one of the justifications for profiling.

vii. *Recording and profiling*

There is now increasing acceptance of the value of profiling – both as a means of involving students in their assessment and development (its formative use) and as a way of collating assessments over a wide variety of parameters, for use by others (the summative role). There

are many different profiling schemes being developed at the moment. In order for appropriate systems to be devised or adopted, the following need to be considered:—

a. The relationship between course objectives and the profile checklist – we cannot assess what we do not enable to be learned.

b. The format of formative and summative profiles.

c. Appropriate methods of assessment (see paragraph 35i) – profiles only record assessment, they do not make it.

d. Procedures for student involvement, accumulating evidence, collating judgements etc.

If external systems are adopted, guidelines to operating them are received, but this does not obviate the necessity for considering the above. Guidance in developing, using and validating profiling systems is given in *Profiles* FEU, 1982, which also gives examples of nationally available profiles and outlines conditions for the smooth running of a profiling system as follows:

(i) A thorough understanding of the structure and aims of the course, and the profile record documents, by both the teaching staff and the students;

(ii) Trust placed in the students to maintain their own records of progress;

(iii) Regular and conscientious record keeping by staff, who explain and discuss their assessments with students;

(iv) Time for the course tutor to record judgements made by others, and the confidence of the teaching team in his/her ability to do so;

(v) Back-up tutorial and staff meeting time for more general discussions of course and student progress.

Institutional Support

36. Curriculum development requires teacher development; it also makes demands upon the management and structures of schools and colleges. However well trained and willing are the teachers, they will not be effective without an appropriate and supportive working environment. Schools (and colleges) therefore as a whole need:

to consider what staffing and resources are appropriate for the curriculum outlined;

to provide for staff development;

to provide the kind of structures that encourage cross-curriculum thinking and integrated courses.

It is important to stress that institutions as a whole should do this. Many curriculum developments initially include only one section of the staff; but in core curricula, what happens in one part affects the efficiency and working atmosphere of the others – in the distribution of resources, in the importance attached to a particular area of work, and in the need for interdisciplinary co-operation. In specific terms, therefore, the following demands may be made:—

i. *The merging of subject areas*

This can be achieved through inter-departmental structures, or through allocating resources to courses rather than to subjects. The chief question concerns the degree to which teachers identify with subjects or with courses.

ii. *Interdisciplinary team teaching*

Integrated courses will need to draw upon a range of expertise and experience, and therefore will require teachers of English, practical subjects, mathematics, and so on. But it is not sufficient for teachers to be drawn in for the odd lesson. They need to think and to plan as a team. Assigning subject specialists to interdisciplinary courses for at least part of their time is therefore an essential management task.

iii. *Timetabling of curriculum meetings*

Two aspects of the curriculum as outlined make more formal arrangements for team planning essential – the interdisciplinary nature of the teaching, and experience-led and negotiated nature of the curriculum. For an

interdisciplinary team to gell, it needs to think and to plan together. Incidental meetings over coffee are never enough. Furthermore, if the curriculum is to be responsive to student needs, drawing upon their experience and developing through negotiation their level of performance, then time must be allocated to the team to regularly reflect on what has happened in order to plan what is going to happen.

iv. *Block timetabling*

A more negotiated and experience based curriculum, together with greater community involvement, is impossible within the constraints of a tightly structured timetable of 40 minute periods. Half days at least must be available for activities within or out of school or college.

v. *Flexible learning environment*

Restrictions in space available can be just as damaging to meeting educational objectives as constraints of time. Ideally, there should be an area resourced sufficiently flexibly for young people to come together as a group, to work on small group individual activities, or to speak privately to tutors. Facilities for practical work should be available, as should accessibility to extra-classroom resources.

vi. *Senior staff responsibility*

Teaching status and resources often go with examination based subjects. Too often, a scale 1 or 2 teacher or grade 1 lecturer is expected to run the more speculative and innovative courses. Junior teachers have little power when it comes to competing for resources, staff, or suitable accommodation. Above all, when things go wrong (as indeed they may when teacher control over learning gives way to community involvement or to a more negotiated approach), some degree of seniority is required to bear responsibility.

vii. *Appointments to, and promotions within, the core area*

The 17 + developments, and a re-thinking of 14 to 19 curricula in the light of the principles outlined in this report, are already a feature of some schools, and will, in the near future, be considered by many more, not least in relation to the MSC's Technical and Vocational Education Initiative (TVEI) proposals. It is impractical to think that these developments, on any large scale, could depend upon voluntary offers of teachers whose main interests lie elsewhere. Appointments need to be made to courses, and made in such a way that promotion prospects are not diminished but are, on the contrary, enhanced. Scale posts need to be established here as they are within major subject departments.

viii. *Formal links with different agencies in the community*

Meeting the aims and objectives of a core requires some revision of the prevailing view of schools and colleges as self-contained, self-sufficient units. A wider conception is required so that formal links with other agencies – the youth service, colleges, the voluntary services, employers – can provide curriculum opportunities otherwise unavailable. Negotiation has a role here, as well as with the student.

Local Education Authority

37. Institutional development however must be backed by LEA support. This is for several reasons:—

i. Co-ordination between institutions and services has implications for resources. There is a limit, for example, to how far colleges or the youth service can enrich the school curriculum (through, for example, linked courses) without some funding.

ii. The development of classroom skills and curriculum planning requires in-service training – short courses in assessment procedures, for example, or institution-based staff development, or longer term secondment of key staff. Current methods of staff development may need to be evaluated and re-focussed before they can be extended.

iii. There are problems underlying future developments that schools and colleges on their own cannot meet. The answers depend on wider local as well as national policy. How for instance do curriculum changes either after 16 or in the 4th and 5th years relate to developments locally under the MSC's Youth Training Scheme (YTS)? More fundamentally, how can these broadly conceived courses provide entry to more traditional forms of education and training? If the concept of locally based education training is correct, then the support for curriculum innovation must be local.

Initial Teacher Training

38. Curriculum changes leading up to 17 +, increasingly starting from 14 + onwards, affect the qualities, skills, and expertise that will be required of new teachers. Seeing education strictly in subject terms (for it is through achievement in specific subjects that they have been judged professionally and academically successful), such teachers may find it difficult to think, plan, and teach in a more integrated programme. Having acquired dependence upon academic authorities and teachers during their training, they may be unable to promote more reflective, experience-based learning. Universities and colleges engaged in initial training of teachers need to question the appropriateness of their teacher education curricula to the needs of young people who will be on integrated courses of the kind outlined in this document.

An Agenda for Action

39. The paragraphs above describe an agenda for future action. Course design and evaluation; assessment; negotiation; experiential learning; counselling and guidance; community involvement; teaching for transfer; recording and profiling – together comprise the rhetoric of the new 17 + curricula. Most of these strategies are not unique, but are essential, to core teaching. They need to be the focus of initial and in-service staff training, backed by the development of materials and of the appropriate institutional and authority support.

40. The 17 + core considered in this document is related to the philosophy of vocational preparation. While this philosophy is ultimately relevant to all young people, whether on traditional academic courses or not, in the short term it has been particularly identified with young school leavers of modest academic achievement. This means that the status of this type of course, both in terms of student progression and staff career prospects, has yet to be established. All the staff development summarised in paragraph 39 will be futile without a concommitant development of status.

Part V Getting to Grips with the Issues

41. The document so far has described:

(Part I) the challenge that a common core presents to teachers;

(Part II) the nature of the core under discussion;

(Part III) strategies for enabling single subject teachers to identify with a core;

(Part IV) an analysis of the support necessary for core teaching to be implemented.

42. What now follows is a synopsis of the ten examples given in Appendix 1 of the practical ways in which a number of teachers have tackled common core teaching – its aims and objectives, teaching strategies and implications. The examples are not exhaustive, nor are they studies especially commissioned for this document, but they do represent some of the work already being carried out in schools and colleges. Generally, they make the point that even within the framework of a "compulsory core", there remains a significant degree of freedom, if not responsibility, for teachers to design their own curricula.

43. The examples begin with a *matching* exercise, and move through various strategies for *modification*, *extension* and *assimilation*, ending with some attempts at course design based on student needs and unrelated to subject input.

Synopsis of Examples

A. Matching Exercise.

44. A team of teachers, in order to ascertain the extent to which its teaching caters for the objectives of the ABC common core, matches its current teaching with these objectives, much as is described in paragraph 18. The resulting grid gives a clear picture of course provision, and reveals areas of overlap, omission and generalisation which need further clarification, development and refinement if this team is to proceed from its analysis to develop a common core of its own, based on ABC aims and objectives. One way in which this might be done would be by individual teachers attempting the following "geography" exercise to extend and make more specific their contributions to the core. The whole team would then need to deal with the question of reinforcement/overlap, possibly as in the "communications" example (G).

B. *Geographical Education and the Core.*

45. In this example, geographical education is related to common core objectives, particularly to those relating to ABC aims 8, 9 and 10, in order to identify the demands of vocational preparation on it, and approaches to the subject necessary for it to contribute to vocational preparation. This approach is based on the matching type of exercise described above, but concludes that, while geography is an appropriate vehicle for pre-vocational objectives, in order for them to be successfully achieved, modification and sometimes extension (see paragraphs 21/22) of strategies, if not of content, are necessary for some teachers. The point is made that "not any old geography will suffice", but that ABC objectives require a particular teaching response, as outlined in Part II.

C. *The Contribution of History to the Core.*

46. This example illustrates how an experiential approach to history (in this case, family history) necessarily subscribes to the aims outlined in paragraph 11. A matching exercise is carried out, but the emphasis is not so much on what might be said to be particularly historical skills (e.g. ABC 8.1.2: "identifying what evidence would support a statement . . .") as on the use of history as a vehicle for young people's personal, social and political development; a use which is heavily dependent on the student-centred strategies described in paragraph 35.

D. *Science and the Common Core.*

47. This example considers approaches to teaching in which a science expertise is brought to topics of general and social significance (e.g. the development of modern weapons, the testing of cosmetics). The scientific background is needed only insofar as it supports informed decisions on the issues raised. As such, it is concerned with the development of personal relationships; moral values; flexibility; and communication, study problem-solving, and coping-skills; against a background of developing political/economic literacy and technological awareness (ABC aims 4-12). As with geography, this is not 'any old science' and could require the modification and extension of teaching strategies as outlined in paragraph 35 in order for science teachers to contribute to the core, not their subject, but their "expertise in ways of working".

E. *A Mathematics 'Homemaking', Approach, Related to the Core.*

48. As with the history example, we have here an experiential approach to mathematics which, while clearly intent on developing numerical skills (ABC 6.1), does so in the context of pre-vocational needs generally so that manipulative, social, problem-solving and coping skills are intrinsic objectives, as is political/economic literacy. Such an approach undoubtedly extends both content and strategies of much mathematics teaching, and treats numerical skills not as ends in themselves but as tools for understanding and coping with a variety of life situations.

F. *Political Education in the Core.*

49. Politics teaching has, in this example, been extended to include explicit objectives concerned with communication, numeracy, problem-solving and personal relationships, and the particular unit described is negotiated on the basis of students' current experiences. As is often the case, we have here a group of teachers taking the initiative in developing their subject to fulfil general pre-vocational, rather than subject-specific, aims. Given this lead, in order to ensure a balanced, integrated curriculum, the next stage would be for all the teachers concerned with this group of students, as a team to consider their contribution to the core, possibly along the lines suggested in Example A.

G. *Communication Skills and the ABC Core (aim 6.3).*

50. The communication objectives in the core may be contributed to by members of the teaching team other than communication specialists. In this example, a motor vehicle and a careers education lecturer have identified topics which require communication skills, and the reader is invited to match these with the relevant ABC objectives. Although this in itself is a simple task, the implication is that in order for a team (and particularly the communication teachers in it) to feel confident that sufficient attention is being given to this aspect of the core, its members would need to have assimilated (paragraph 23) their subject aims in an integrated approach to core aims and objectives.

H. *Integrated Assignments and Core Objectives.*

51. This locally devised vocational preparation course uses assessment assignments as a means of integrating provision, so that all team members contribute to core objectives. All teachers teach to these objectives, which are checklisted and used as a basis for student's periodic assessment according to their performance in integrated assignments to which all course components contribute. This continuous assessment is used, with counselling, as evidence of student and course progress and need. This approach, on a regular basis, ensures course integration and the focussing of all components on core, rather than component, objectives. It therefore acts as a stimulus, certainly for extension and possibly for assimilation.

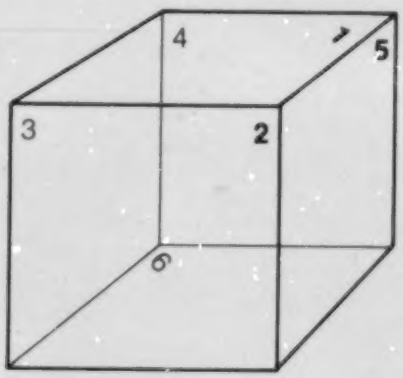
I. *Adopting a Core Approach in a Community School.*

52. This approach started with an analysis of the needs (paragraph 27) of a particular group of pupils. These needs formed a framework of core aims and objectives which had to be reconciled with existing subjects – a reconciliation which proceeded by trial and error, on a team basis, as the new pre-vocational course provision evolved. Some of the strategies intrinsic to this provision were then introduced for more academic students, and staff inducted in their use via institution-based staff development. The whole brief description is a study in institutional support (paragraph 36), the institution itself learning by experiential means.

J. *Developing an Inter-Institutional Core Approach.*

53. As with the previous example, this fifth-year school/college provision started with an assessment of the needs of students who were not satisfactorily being catered for by existing school provision, and formulated core aims and objectives which, although its own, are directly comparable with those of ABC. The example describes how these aims are put into practice via a curriculum framework which has had to be closely structured in order to ensure cohesion between the different institutions involved and has therefore allocated particular objectives to specific course components, rather as in example A. In addition, however, great emphasis is laid on those objectives and strategies which deliberately cut across the labels given to different course components, in an attempt to assimilate individual component objectives in overall core ones.

54. The diagram on page 21 shows how these illustrative examples relate to the issues and strategies discussed in Part IV. If we imagine the core as a box; the lid and sides can be opened, revealing the core not only through the processes of matching, modification, extension and assimilation, but through the other facets and issues which have to be tackled in coming to grips with it.



	1 **Identifying with the Core** Matching Modification Extension Assimilation Paras. 18–23		
2 **Objectives** App. II and Para. 13.	**3** **Student Needs** Para. 27	**4** **Curriculum and Staff Development** Paras. 31–34	**5** **Strategies** Para. 25
		6 **Institutional and LEA Support** Paras. 36 & 37.	

55. Different teachers/teams/institutions will give a different emphasis to each facet, and may approach them in a different order. In the matrix overleaf, we show the stage of identification with the core that each example has reached, and which facets are dealt with.

Identifying with the Core—Curriculum Examples

PARAGRAPHS	EXAMPLES / REFERENCE / ISSUES	A Matching Exercise	Geography Education and the Core	The Contribution of History to the Core	Science and the Common Core	A Maths. 'Homemaking' Approach, related to the Core.	Political. Education in the Core	Communication Skills and the ABC Core	Integrated Assignments and Core Objectives	Adopting a Core Approach in a Community School	Developing an Inter-Institutional Core Approach
		A	B	C	D	E	F	G	H	I	J
	1. Identifying with the Core:										
18	Matching	✓	✓	✓							
21	Modification		✓	✓	✓						
22	Extension		✓		✓		✓				
23	Assimilation				✓	✓	✓			✓	✓
App 2	**2. Objectives, related to:**										
13 i	Personal and Social Development	✓		✓	✓	✓	✓	✓	✓	✓	✓
13ii	Environmental and Aesthetic Appreciation	✓	✓		✓	✓		✓	✓		✓
13 iii	Technological Education		✓		✓	✓		✓	✓		✓
13 iv	Political and Economic Education	✓	✓	✓	✓		✓			✓	✓
13 v	Communication	✓		✓	✓	✓	✓	✓	✓	✓	✓
13 vi	Numeracy	✓			✓	✓	✓		✓	✓	✓
13 vii	Manipulative skills	✓			✓	✓			✓		✓
13 viii	Process Skills: Problem solving, Study Skills, Flexibility	✓	✓	✓		✓	✓	✓	✓	✓	✓
27	**3. Student Needs**				✓	✓	✓			✓	✓
31–34	**4. Curriculum and Staff Development**		✓	✓	✓			✓		✓	✓
	5. Strategies										
35 i	Continuing Assessment								✓		✓
35 ii	Negotiation			✓	✓	✓	✓		✓	✓	✓
35 iii	Experiential Learning		✓	✓	✓	✓	✓	✓	✓	✓	✓
35 iv.	Counselling and Guidance						✓			✓	✓
35 v	Community Involvement		✓	✓	✓	✓	✓	✓	✓	✓	✓
35 vi	Teaching for Transfer	✓							✓		✓
35 vii	Recording ahd Profiling								✓		✓
36/37	**6. Institutional and LEA Support**					✓	✓		✓		✓

Appendix I
Curriculum Examples

We are indebted to the following members of our working group (see Appendix 4) for examples furnished:

Beryl Pratley (example A)
Clive Hart (example B)
Ben Kerwood (example C)
Giles Job (example D)
Tony Quartermaine (example F)
Sue Cannon (example F)
Michael Oakes (example G)
Anne Jones (example I)

We are also particularly grateful to:

Gaynor Burgess, John Mason School, Abingdon;

Kathleen Johnson, Advisory Teacher, Westminster College, ILEA; and

Greg Williams, Hackney College, ILEA;

for giving us further illustrations (E, H and J respectively).

Example A

Matching Exercise

The diagram on the following page is an attempt to match the objectives of a range of content areas as included in a college vocational preparation course, with those of ABC. The vertical axis refers to core aims, the horizontal one to content. The top line indicates the subject areas within which the content is included. The numbers in the boxes refer to the objectives of the core, except in 6 and 12, where the coincidences are so numerous that their presence only is indicated. Subject teachers, by looking down a particular column, should be able to see which objectives they might try to meet in these content areas of their subjects. A team of teachers, by using this approach, would also be able to see which objectives are missing and where there is reinforcement or unnecessary overkill. The exercise might therefore be a useful one in diagnosing and developing both subject and course aims and objectives.

Example B

Geographical Education and the Core

This case study describes an investigation into the potential contribution of modern geographical education to the core studies of pre-vocational courses founded on the philosophy expressed in *A basis for choice*.

The investigation was carried out by the Schools Council Curriculum Development Project, Geography 16–19, and a group of geography teachers from Sheffield.[1] It had two aims in particular. They were:

(i) to demonstrate to geography teachers (and others) the nature and demands of pre-vocational education, and

(ii) to show that certain carefully defined approaches to the subject were necessary if geographical education was to make a contribution relevant to the aims of pre-vocational studies.

As can be discerned from the account of the investigation given next, it addressed three of the four core identification phases outlined in Part III. A direct emphasis on matching and modification is apparent; extension is involved indirectly. In this connexion it should be pointed out that such a wide-ranging accomplishment was made possible because the investigation was not restricted by the existence of a predetermined and unalterable approach to geography. The Geography 16–19 Project is concerned with the education of all 16–19 year olds, and is thus involved with the formulation of an approach to the subject which, among others, recognises the requirements of pre-vocational courses.[2] From the point of view of all subject-originated contributions to 17 + courses, the development of suitable subject approaches able to accommodate the aims of the core is an essential step which automatically embraces modification and extension. Thus, this case study demonstrates that "any old geography" will not suffice. The Sheffield teachers also assumed that the contribution of geographical education

1. Schools Council Geography 16–19 Project. *Geography and pre-employment courses in the sixth form.* Schools Council, 1981
2. Details of the Project's approach to geography and education are given in a draft document *Main elements of the curriculum framework for geography 16–19.* Schools Council Geography 16–19 Project, 1977

Subjects	Science	Maths	Economics	Social Studies	History	Home Economics	Careers	Social Studies	English	English & Across Curriculum	Geography	Home Economics
Content ABC Core Aims	New Technology	Practical Mathematics	National Economics	Political Decisions Power Structures	Trade Unions	Health and Safety in work and home	Using Work Experience	The Law	Personal Relationships	Communication	Geography	Home Economics
1/2 Careers and personal decision making	2.5 2.4 2.3			1.1	1.5	1.2			1.7 2.1 2.2	1.3 2.2		
3 Skill development: what is skill? what does it mean?	3.3	3.5 3.7				3.5	3.1 3.9 3.2 3.3 3.4		3.5	3.5		3.1 3.8 3.5 3.6 3.7
4 Personal relationship building				4.7		4.4	4.2		4.1-4.7	4.1 4.3 4.4		4.6
5 Analysing and applying codes of behaviour			5.5	5.2	5.1	5.1 5.6	5.1 5.2 5.3 5.5		5.1	5.4 5.6		
6.1 Numeracy 6.2 Graphicacy	✓ ✓	✓ ✓	✓ ✓	✓		✓ ✓	✓ ✓			✓ ✓	✓ ✓	✓ ✓
6.3 Communication and use of electronic information sources	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7. Study skills	7.4 7.5	7.4	7.4	7.4	7.4	7.3 7.4	7.4	7.4	7.4	7.1 7.3 7.2	7.6	7.6
8 Problem-tackling and making plans	8.2	8.1	8.1	8.1	8.1	8.2	8.2	8.1	8.1 8.2	8.1 8.2	8.1 8.2	8.1 8.2
9 Political literacy			9.1	9.1 9.4 9.2 9.3	9.1		9.3	9.1	9.1 9.2 9.3	9.1	9.1	
9 Economic understanding	9.9	9.5 9.8 9.6 9.9 9.7	9.10 9.13 9.11 9.12					9.14 9.17 9.15 9.18 9.16 9.19	9.10 9.16	9.16 9.17		9.7 9.8
10 Environmental appreciation	10.4	10.1	10.2		10.4				4.6 10.2		10.1 10.3 10.4 10.5	
11 Coping skills	11.2	11.1				11.1	11.1 11.4			11.5		11.4 11.5
12 Learning for transfer	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

to the core would eventually be assimilated into the core alongside the contributions originating from other subject areas. As part of this process it was recognised that some trimming would almost certainly be necessary in the interests of achieving a coherent and orderly body of core studies.

The investigation proceeded by the Sheffield teachers being given the details of each aim (and its attendant objectives) specified in *A basis for choice*, with the achievement commentary omitted. Their task was to take each objective and consider whether and how geographical studies might effectively lead to its satisfaction. Where this was deemed to be feasible and sensible, a geographically orientated commentary was written and entered on the sheet. Bearing in mind that the group recognised the potential contribution of other subjects to the common core, only clear-cut and direct suggestions were make. No attempt was made to maximise the geographical contribution for its own sake, although the modern subject is well placed to act as a vehicle for the achievement of educational objectives on a wide scale.

For the purpose of this case study, the responses of the Sheffield teachers to three of the core aims only are presented. Aim 10 demonstrates a matching of geography to the aim, while Aims 8 and 9 illustrate modification and extension of conventional approaches to the subject through the application of the approach to geography advocated by the Geography 16–19 Project. In the case of Aim 10, the original commentary in *A basis for choice* coincided substantially with recognised geographical studies of a more or less conventional manner. Topic matching had therefore already been carried out by the authors of ABC, and was recognised as an appropriate response by the Sheffield group.

ABC Aims and Objectives	*Geographers' Commentary*
Aim 8 To encourage the capacity to approach various kinds of problems methodically and effectively, and to plan and evaluate courses of action.	
The students should	
8.1 Examine and appraise given faults, problems or events, working individually or in a group, by	Appropriate to environmental, locational and planning problems tackled by means of an enquiry-based approach.
8.1.1 Thinking up alternative solutions or explanations	The Route for Values Enquiry put forward by the Geography 16–19 Project encapsulates Objectives 8.1.1 to 8.1.4.
8.1.2 Identifying what evidence would support a statement or a guess and what would cast doubt on it	
8.1.3 Considering or eliminating alternatives, in a systematic way	It is recommended that it is used to investigate questions, issues and problems of an environmental nature, the environmental focus simply acting as a vehicle for skill development.
8.1.4 Generalising as appropriate from previous experiences or data.	

ABC Aims and Objectives	*Geographers' Commentary*
Aim 9 To bring about sufficient political and economic literacy to understand the social environment and participate in it.	
The students should	
9.1 Appraise a policy dispute by	Reference to conflict situations e.g. –industry, reservoirs, mines in National Parks, –renovation versus re-development in urban centres –new power station location, –new motorway construction, –designation of enterprise zones.
9.1.1 Identifying the cause of disagreement	
9.1.2 Saying what further information they need, and where it can be found	
9.1.3 Identifying where and by whom any decision will be made	Objectives 9.1.1 to 9.1.6 can be satisfied through the Route for Values Enquiry suggested by the Geography 16–19 Project.
9.1.4 Indicating who is likely to be affected by various policies and in what way	
9.1.5 Describing alternative ways of influencing the decision, and evaluating their relative merits	
9.1.6 Describing the issue using some basic political terms	An understanding of the political processes which determine the Man-made environment is fundamental to many geographical investigations.
It is not intended that these objectives should be satisfied in isolation. Issues may arise among the students or through a particular case study	
N.B. Major contributions were not identified for objectives 9.2 to 9.19.	

ABC Aims and Objectives		*Geographers' Commentary*
Aim 10	An appreciation of the physical and technological environments and the relationship between these and the needs of man in general, and working life in particular.	
The students should		
10.1	Participate in a group conducted survey of local amenities, which identifies some characteristics of the locality	e.g. surveys of leisure facilities, open or unused spaces, distribution of shops or industry.
10.2	Visit a social welfare centre as a basis for discussing personal and community responsibility for others	
10.3	Identify and assess the nature of environmental problems through such issues as housing and transport	e.g. (a) use local photographs, sketches and taped interviews to argue for and against various forms of housing. (b) undertake a costing exercise of daily travel to support cases for and against private and public transport schemes referring to the notions of continuity, change, cause, effect, etc. as appropriate.
10.4	Examine at least two different industries or places of work, identifying	e.g. a production and a service industry.
(i)	The enterprises, their use and dependence on energy	e.g. what fuels are used, and for what; the ecological and environmental implications of their use.
(ii)	The production methods and materials which are used	
(iii)	The division of labour and the nature of individual jobs	
10.5	Appraise the implications of some current developments in technology	e.g. as observed in the above industries or as currently highlighted in the news. Discussion of economic, social, environmental and psychological implications (e.g. capital investment required, scale/location of industry, effect on employment and ownership, pollution, power requirements, changes in status of jobs etc.)
10.6*	Visit a local authority planning department; arrange for planners to visit the school.	Develop an appreciation of the influence of planners (as decision-makers) on the environment. Involve students in the planning process.

*Objective 10.6 is an addition made by the Sheffield group.

References and acknowledgements
(1) Schools Council History Project 13–16. *Evaluation study*. Holmes McDougall. 1980
(2) Schools Council Integrated Studies. *Exploration Mon: an introduction to integrated studies*. OUP for the Schools Council. 1982

Aim 8 offers an appropriate contextual framework in which problem solving and decision-taking are greatly facilitated through the adoption of teaching and learning procedures put forward by Geography 16–19. These procedures emphasise active student involvement in the process of enquiry, rather than the passive acceptance of the findings of others. The Sheffield proposals for fulfilling Aim 8 thus reflect a modification or alteration of the teaching strategies frequently associated with geographical education. The geographers' commentary for Aim 9 demonstrates the application of "new" subject areas – see paragraph 22, Part III. These "new" areas again stem from the approach to geography of the Geography 16–19 Project, and involve the focus of this approach on questions, issues and problems which arise from the inter-relationships between people and their various environments.[1] Examination of questions and issues requires analysis of the values behind decisions.[2] Without an understanding of the value basis of human attitudes, preferences, and opinions, little can be achieved by way of developing competence in the fields of social and political literacy. This approach represents a quite radical extension of conventional geography-based teaching. It also engenders positive opportunities for direct experiential learning by students. Indeed, it is doubtful if effective enquiry can ever be restricted to the classroom, particularly where pre-vocational education and preparation for adult life are concerned.

Several important conclusions were reached through the Sheffield study and these can be consulted in full in *Geography and pre-employment courses in the sixth form*. In concluding this case study, the reader's attention is drawn again to the need for traditional disciplines to tailor their contributions to the aims of pre-vocational education through the formulation of a suitable approach to their subject material. By the same token, they should not seek to impose those aims which may conventionally underpin an academic single-subject course.

1 For a worked example of this approach in a pre-vocational context, see *The geographical component of 17+ pre-employment courses*. Schools Council Geography 16–19 Project, 1981.
2 Hart, C.R. *Schools Council Geography Project 16–19: values enquiry in practice*. University of London Institute of Education, 1982

Example C

The Contribution of History to the Core

History is a rational and natural way of looking at the world, it is "one of the principal and most commonly used ways of making sense of experience to western culture".[1] It employs many general skills, like those of empathy and evaluation of evidence, which are transferable into a wide variety of different contexts. It emphasises human achievement in such a way as to be uniquely supportive of young people, helping them ovecome typical adolescent feelings of 'personal powerlessness' and giving them a sense of pride from knowing and valuing their own past. Provided history teachers "regard subjects as tools of enquiry and not just bodies of information" [2]then their subject has a genuine contribution to make to the common core.

History teachers are likely to possess the skills needed to enable them to help students acquire Communication Skills (Aim 6), Study Skills (Aim 7) and Political and Economic Literacy (Aim 9), but they may well wish to contribute specifically historical approaches which are relevant to the aims of pre-vocational studies. This case study describes one such approach and relates it to ABC common core objectives.

Family History

History in a 17+ pre-vocational course needs to be of direct relevance, therefore it needs to be contemporary, personal and capable of being studied directly through available evidence rather than purely secondary sources. The history of a young person's own family and the contingent history of the local community answers this need particularly well and it leads inevitably to asking questions about human affairs at national and international levels.

Two of the areas of the Schools Council History 13–16 Project which have been particularly successful are the initial 'What is history' topic and the local history study 'History around us'. The first involves what might loosely

1 Schools Council History Project 13–16. *Evaluation study*. Holmes McDougall, 1980.
2 Schools Council Integrated Studies. *Exploration Man: an introduction to integrated studies*. OUP for the Schools Council, 1972.

be termed 'detective work' and the second involves very open-ended application of methods of detection, recording and evaluation of evidence in a teacher-prepared study of one aspect of the local area. One of the most successful features has been the appeal of these areas of study to young people of every level of ability, who have demonstrated convincingly that they can learn and improve through practising the skills of the historian's craft.

Aims

Family History follows on logically from these two topics and aims to:

a. increase the students' self-respect through knowing their own past and being able to understand their own place and condition as it has resulted from the doings of their own family and from the changes that have occurred within the community;

b. lead the students to ask wider questions about society which create active interest in problems of the contemporary world and the way their own family has been affected;

c. give the students the opportunity to apply historical skills of investigation, observation, identification, critical evaluation and judgement of evidence, much of it primary and tangible, in order to produce an empathetic re-construction of the family past, causally linked with the present;

d. involve as much study outside school as within, and thereby help to break down the barriers between work and leisure, school and community;

e. lead to direct contact with adults through interviewing and other research methods which provide formal channels through which to break down some of the barriers between the adult and adolescent worlds.

No two family histories are alike. There can be no prescribed syllabus to be taught. Instead, the teacher must be a guide, suggesting questions to ask, helping to interpret evidence, directing towards further resources, providing guidelines for presenting the information, and giving critical and encouraging support.

The primary sources that are used in Family History

Activities that take Place in Family History

Enquiry into family → problems through inability of parents to remember certain events → detective work into family snapshots → further enquiry into the subject of certain particular photographs → building up a picture of the family as it was at the time → need to explain changes in fortune → need to set the picture in its local context → enquiry into local community and local employment → detective work looking for evidence beyond the family circle → visiting local record office and interviewing someone there → recreating the background to the present place of the family within the local community → need to explain the arrival of a new firm in the town → investigation of national events → (N.B. If the family has no local history, this enquiry may take the student beyond local and primary evidence at an earlier stage).

	ABC Aims and Objective	*Historian's Commentary*
Aim 1	To bring about an informed perspective as to the role and status of a young person in an adult society and the world of work.	Aims a., b., and e., of Family History are directly relevant.
1.3	Interview at least two adult workers . . .	Relatives are suggested for a start.
1.4	Make comparison of different working situations . . .	The family will provide at least one such situation.
Aim 2	To provide a basis from which a young person can make an informed and realistic decision with respect to his or her immediate future.	Aim a. of Family History helps provide this.
2.5	Recognise the risk of future unemployment . . .	This is a family problem and needs family discussion of it.
Aim 4	To bring about an ability to develop satisfactory personal relationships with others.	Aims d. and e. of Family History contribute to this.
4.1	Experience, directly and vicariously a variety of personal encounters . . .	Research involves interviews and encounters with librarians etc.
4.2	Describe several patterns of behaviour . . .	e.g. parent/child; relatives; work roles.
4.5	Predict the changes of role likely to occur for them . . .	Examples cited in ABC of student to wage earner, child to parent are both covered.
4.6	Be aware of contemporary social conventions . . .	Family History will pick out the way these have changed.
4.7	Describe some of the categories by which they classify other people.	Describe family relative to local community in terms of social class.

	ABC Aims and Objective	*Historian's Commentary*
Aim 5	To provide a basis on which the young person acquires a set of moral values applicable to issues in contemporary society.	Aim b of Family History helps provide this.
5.1	Be prepared for common moral dilemmas.	Who is responsible for looking after grandparents?
5.2	Give reasons for certain moral rules and decisions.	e.g. the 'sanctity' of marriage. Are rules changing?
5.3	Apply relevant moral terms to specific situations.	e.g. fairness applied to inheritance. Generosity or saving?
5.4	Describe prevailing moral code of given groups.	Compare moral attitudes of three generations.
Aim 6	To bring about a level of achievement in literacy, numeracy and graphicacy appropriate to ability, and adequate to meet the basic demands of contemporary society.	Family History contributes directly to literacy objectives
6.3.1	Read and understand data in a variety of forms.	e.g. letters, diaries, title deeds, leases, tombstones.
6.3.2	Be able to read and understand written questions . . .	e.g. worksheets and suggested questions as a basis for interviews.
6.3.6	Be able to communicate competently in written form.	Build up a folder of information from which to write family history.
6.3.8	Make notes for own use.	
Aim 7	To bring about competence in a variety of study skills likely to be demanded of the young persons.	
7.1	Learn how to take notes . . .	Notes of interviews, and records of written and pictorial sources.
7.2	Know how to gain access to appropriate works of reference.	Course tutor puts in touch with history teacher, librarian, archivist.
Aim 8	To encourage the capacity to approach various kinds of problems methodically and effectively, and to plan and evaluate courses of action.	Aim c of Family History develops this capacity.
8.1 2	Identifying what evidence would support a statement . . .	Follow up reminiscences by seeking written or artefact evidence in support.
8.1.4	Generalising as appropriate from previous experiences . . .	A historian's approach tends to emphasise the unique and the particular.
Aim 9	To bring about sufficient political and economic literacy to understand the social environment and participate in it.	The Family is the basic political and economic unit. Changes in the status of wives and in the age of majority can be traced.
9.2	Analyse and appraise some groups to which they belong.	e.g. the family, the street and the neighbourhood through time.
9.14	Read some common legal documents.	e.g. lease, title deeds, mortgage, HP contract, life policy, birth certificate.

Example D

Science and the Common Core

The most common involvement of science teachers in one-year sixth form courses over the last few years has been in teaching specific science courses (CSE, 'O' level or CEE) or the specifically science component of such pre-vocational courses as City and Guilds Foundation or 365. Despite the variety of syllabuses used, these approaches have had in common:

(i) a continuation of the tradition of specialist teaching of a scientific subject for its intrinsic or vocational value;

(ii) a greater or lesser degree of freedom to choose that subject; and hence a corresponding freedom not to experience that subject and its associated skills.

Where science teachers have become involved in "general studies" courses with one-year groups, two main trends of involvement are detectable:

(i) teaching, on an optional or rotational basis, some science-based unit of general interest (e.g. photography; wine-making; astronomy);

(ii) the science teacher bringing his specialist expertise to discussion of topics of social significance (e.g. peace and conflict studies; the population problem; the microelectronic revolution).

Three curriculum projects are having a profound effect on courses of the latter type – "Science in Society" (Association for Science Education, 1981), "SISCON in Schools" (Association for Science Education, 1983) and "Working with Science" (Nuffield Foundation 1977–1980). The first is designed for the more able sixth former. The latter two are now discussed.

'Science in a Social Context' – an issues related approach.

As part of the core studies for all students in an open access sixth form (both in schools and sixth form colleges), all students spend about 2 hours per week on study of issues of social concern with strong scientific and/or technological connotations. Eight such units have been developed by the SISCON (Science in a Social Context) project. These cover:

Ways of Living;
How Can We Be Sure?;
Technology, Invention and Industry;
Evolution;
The Atomic Bomb;
Energy;
Health, Food and Population;
Space, Cosmology and Fantasy.

The units require the teaching of the relevant scientific background only insofar as it is needed to support informed decisions on the issues raised.

This course is intended to widen the scope of science teaching by helping pupils to arrive at an understanding of some of the critical interactions between society and science. Topics dealt with include the role of government and industry in science; commercial applications of scientific findings; the role of the scientist in the production of food; the fight against disease; the development of modern weapons; the responsibility of scientists for the outcome of their work; the effects of science and new technologies on people's daily lives.

The teacher's role is to encourage pupils to make reasoned personal decisions about problems which may have several possible solutions; and teachers should see themselves as guides and arbitrators rather than purveyors of the 'right answer'. There is no reason why several members of staff should not operate together, pooling their knowledge for the benefit of pupils.

The course places great emphasis on pupil participation, so teachers need to provide a setting and a focus within which pupils are encouraged to discuss and offer their opinions." (From *Teacher's guide*, SISCON. Association for Science Education, 1983).

As far as students on such a course are concerned, many of the experiences involved and issues investigated have relevance to the ABC proposed common core of skills. The style of work with its emphasis on informed discussion, empathy, judgement and problem-solving matches Aims 4, 5 and 8. The focus on interactions between science, society and the environment requires exposure to many of the experiences entailed in Aims 9 and 10, concerned with political, economic and technological literacy.

For the teachers involved in this work, the course materials provide a structure for them to modify their stance from that of a specialist teacher towards a tutorial and arbitarial relationship with students, while retaining a clear role for their specialist expertise. Development of a team approach with colleagues from other disciplines is often found not only to be useful in complementing areas of expertise in the study of complex issues, but also in giving insight into other styles of approach, and in providing for students a model of collaborative learning.

An interest-related approach: 'Working with Science'

The approach to work in a common core described above relies on students being motivated by the urgency or the intrinsic interest of the issues presented to them, and hence working within a fairly structured programme. An alternative approach, also deriving from published curriculum materials, derives its motivation more from negotiating with students their preferred area of study from a large range of available units.

The Nuffield Foundation 'Working with Science' project (published by Longmans, Resources Unit. 1977–1980) aimed to provide science-based materials for one-year sixth students. About 40 units were developed, chosen by students. Typical topics are:

Brewing, Slimming, Football, Cosmetics, Science Fiction, Superstition, Survival.

The units only involve conventional science content to the extent of making the study of a topic coherent. The emphasis throughout is on the design and execution of investigations, the weighing of evidence, the testing of "conventional wisdom", and the practical solution of problems. Some typical suggested activities are:

development, execution and evaluation of 'blind' tests on a range of face lotions;

investigating the accuracy of reports on a staged 'incident';

testing the change of personal reaction times as a result of drinking beer (brewed earlier in the unit);

developing and evaluating a system for analysing the style of play of a football team;

using the results of a study of fires in the home to lead a safety display in a local primary school.

The general aim is to provide units of interest and relevance to students that are 'stained through with science'. This approach meets many of the objectives of the ABC common core of skills, particularly those of Aim 4, (personal relationships), Aim 6 (communicative), Aim 7 (study skills) and Aim 8 (problem solving), and provides opportunity for experiences under Aims 10 (man and the environment) and 11 (coping skills).

These materials have been used in many ways. The role of the teacher is much more that of a facilitator and guide, where it is his expertise in ways of working rather than in subject that is called upon. For teachers unfamiliar or lacking confidence with this role, it has been helpful to offer initially only a restricted choice of topics to students. With increased experience, teachers have been able to give students a much larger element of choice, and to negotiate a programme of work with them. A corresponding range of curriculum strategies has been developed with these materials. These vary from an optional course with a single teacher in charge, perhaps examinable by a single subject Mode 3, to using the material as one of the components of a programme of core studies for all students, with involvement of a team of teachers from a variety of disciplines.

Science in Football

The unit on 'football' illustrates in more detail some of these aspects. The objectives presented to the student are as follows:

By the end of this unit you should have:

1. considered what is meant by science and applied it to several aspects of football (or another ball game);
2. thought of hypotheses and designed experiments to test them;
3. designed and used apparatus to investigate a problem;

4. devised and used a questionnaire;
5. collected data from investigations involving people and tried to control the various factors at work;
6. considered how to measure attitudes;
7. compared chance with 'expert' predictions;
8. found out something about sampling;
9. devised, used and interpreted an opinion poll;
10. increased your knowledge of the game you are investigating; formed opinions about it which you can support with evidence.

The suggested activities are as follows:

1. Are you a football fan?

   The students devise and administer a test for assessing the 'fan-rating' of friends, teachers, parents, etc.

2. Match analysis

   Students carry out systematic observations of a game, and test a hypothesis e.g. 'midfield players have a greater work rate than attackers or defenders'.

3. Does practice make perfect?

   An investigation of the effect of practice on a sporting skill.

4. What's in a skill?

   Students investigate the factors involved in making a long throw in.

5. Doing the pools

   The forecasts of football results by pools 'experts' are compared with random predictions.

6. Soccer violence

   Students devise and use an opinion poll to test public reaction to soccer violence.

In practice, some of the most significant outcomes of this work for students, besides the exercise of scientific skills in a real and practical context, are the development of:

(i) the personal skills of organisation of original work in a largely undirected situation; and

(ii) the social skills of gaining co-operation of fellow students, teachers and other adults in the organisation of their investigations and interviews. (e.g. One pair of fairly diffident students developed their work on soccer violence to such an extent that they finished by having a half hour interview with the Manager of a large Division One football club).

Example E

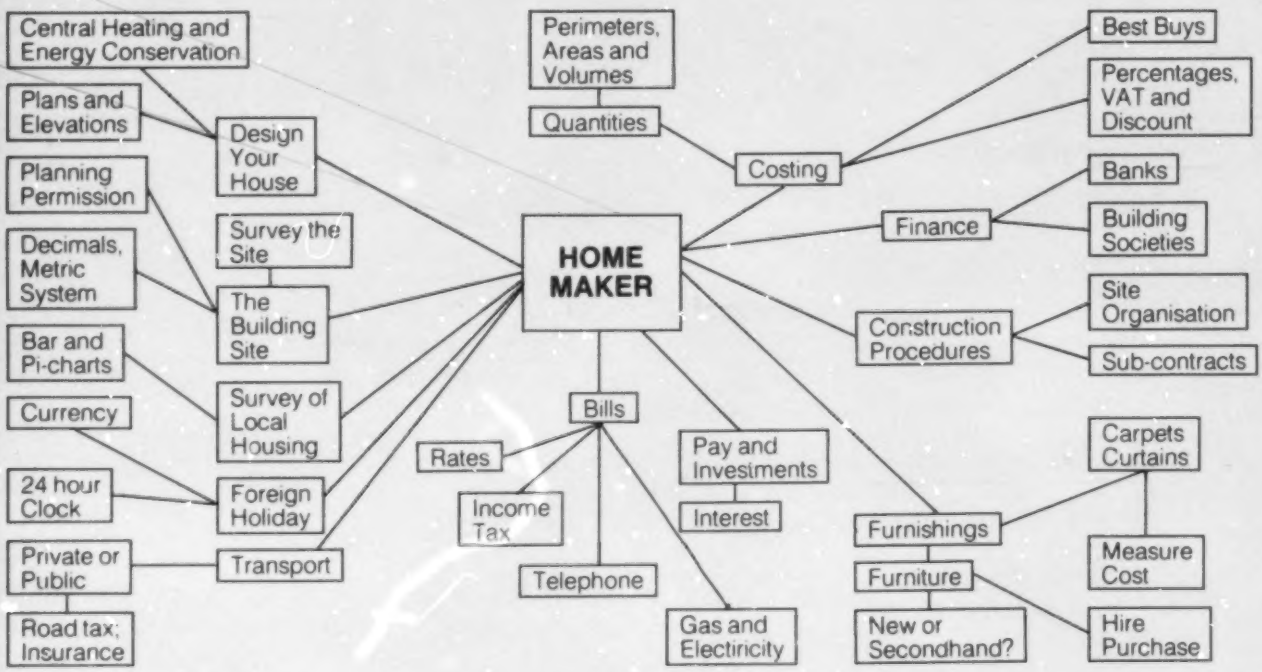
A Mathematics 'Homemaking' Approach, Related to the Core

This programme is for students who feel that they will find it interesting; who will take a pride in their work and who are mature enough to work on their own initiative without constant supervision.

It involves working in groups; planning a course of action; collecting relevant data and making decisions; visits to different places of work; basic numeracy; and acquiring skills which will be useful for employment or leisure.

At the end of the programme each student should have a file of useful information and at least one practical product of the course. Throughout the course students will be expected to make 'value for money' decisions and say why they made them.

The rationale for the programme is shown in the diagram opposite:



During the year, in order to develop their experiences, skills and knowledge in the above areas, students may choose *FOUR* of the following projects:—

1. Make a dolls house size model of your house.
2. Design and cost the garden.
3. Decorate a room.
4. Plan and cost the kitchen or the bathroom.
5. Plan and cost the meals for a family for a month.
6. Make a set of clothes for themselves or someone else.
7. Plan and cost a workshop for a home handyman.
8. Make a piece of furniture.

Relationship between the ABC core and 'Homemaking' Programme

	ABC Aims and Objectives	*Homemaker*
Aim 3.	To bring about continuing development of physical and manipulative skills in both vocational and leisure contexts, and an appreciation of those skills in others.	
3.7	Work on tasks where measuring and estimating of materials and time are required, to ensure accuracy and precision.	Surveying building site. Drawing plans. Decorating a room.
3.8	Work on tasks where aesthetic judgements of shape and colour are required.	Design of house. Selection of building materials. Selection of furnishings. Design of garden.
3.9	Observe a skilled practitioner at work, in an area of (their) choice, and appraise the judgement and skills involved.	Visits to building sites. Visits to architects office.
Aim 4.	To bring about an ability to develop satisfactory personal relationships with others.	
4.1	The student should experience directly and vicariously, a variety of personal encounters and a range of responses in them.	Visit from a bank manager. Visits to showrooms, building sites, council offices etc.
Aim 6.	To bring about a level of achievement in literacy and numeracy appropriate to ability and adequate to meet the demands of contemporary society.	
6.1	Numeracy. The students should be able to	
6.1.1	add, subtract, multiply and divide whole numbers, basic fractions and basic decimals;	Constant use throughout the course plus practice worksheets.
6.1.2	given an awareness of their own abilities and future needs, decide when to use calculators, tables, pencil and paper or mental arithmetic, and be prepared to learn any required techniques;	Through the experience of the course. The use of rough estimates and of accurate calculations.
6.1.3	interpret place value;	In measurements, calculations involving money and with practice worksheets.

	ABC Aims and Objectives	*Homemaker*
6.1.4	convert fractions to decimals and vice versa;	Worksheet practice.
6.1.5	use standard units of measurement, read graduated scales, and make approximate conversions between imperial and metric units;	Measuring building site. Drawing plans.
6.1.6	read the 24 hour clock, and train/bus timetables; make estimations of time;	Planning a foreign holiday.
6.1.7	interpret and use tables of figures;	Bank statements. Price lists of materials.
6.1.8	make approximations and estimations, and assess the accuracy of results obtained by a calculator;	Approximate amount of wallpaper required. Quantities of building materials.
6.1.9	apply and interpret ratio and proportion;	Scale drawing of building site and plans. Scale model making. Recipes.
6.1.10	calculate averages;	Survey of types of housing – average number of bedrooms etc.
6.1.11	calculate percentages;	VAT and discount calculations on building materials. Income tax. Worksheet practice.
6.1.12	make elementary algebraic substitutions;	Calculating perimeter and area.
6.1.13	describe the properties of common shapes, and measure angles;	Worksheet plus use in the construction of site plans and house plans.
6.1.14	make calculations of perimeter, area and volume of right-angled figures, circles and cylinders;	Area of walls of room for decorating. Area of floor for carpets. Perimeter of garden for fencing. Worksheet practice on circles and cylinders.
6.1.15	interpret and present graphs, charts and maps, choosing an appropriate form for their purpose.	Survey on types of housing leading to pi-charts, and bar charts. Locating the building site on an ordnance survey map. Interpreting speed-time and distance-time graphs.

ABC Aims and Objectives		*Homemaker*
Aim 8	To encourage the capacity to approach various kinds of problems methodically and effectively, and to plan and evaluate courses of action.	
8.2	Experience the process of planning an event or course of action, working individually or in groups.	Decorating a room. Designing a garden. Planning a foreign holiday. Choosing between HP and cash purchases.
Aim 9	To bring about sufficient political and economic literacy to understand the social environment and participate in it.	
9.5	Check and explain a payslip.	Income tax. Deductions.
9.6	Balance income against expenditure and keep necessary records.	Project on building and furnishing a house.
9.7	Make value-for-money calculations and estimations.	These are necessary throughout the course.
9.8	Plan an estimated personal budget for a typical working week.	Essential expenditure and alternative methods of saving.
9.13	Investigate the sources of central and local government income and where it is spent.	Rates and income tax.
9.14	Read some common legal documents and be able to answer simple comprehension questions on them.	Study forms needed to apply for planning permission. Study HP agreements. Study TV rental agreements.
Aim 11	To bring about a development of the coping skills necessary to promote self sufficiency in the young people.	
11.1	The students should be able to plan and prepare adequate meals.	Project on feeding the family for a month and costing it.
11.5	The students should investigate and use sources of information regarding the finding and maintenance of accommodation.	A survey on accommodation available using local papers and estate agents.

Example F

Political Education in the Core

A student committee

When devising materials for a Politics Course to be taken by all One Year Students, it was considered essential that they should both meet the broad objectives outlined in ABC and provide experiential learning. So teaching units were created that were not only explicitly directed at Political Literacy (ABC Objectives 9.1 to 9.4) but also used Politics as a vehicle to develop the skills of Communication, Numeracy, Problem Solving, Budgeting, Personal Relationships etc. Politics had thus been 'extended' to cover other parts of the core. Furthermore, it was intended that the materials should also draw upon the student's own background and involve them directly in the development of the course. One of the major activities in the course was that of the Student Committee where students were introduced to a formal decision making process by establishing a committee to debate and take decisions on a number of issues relevant to the students own immediate situation.

Preparation

As the Committee was to operate according to formal rules of procedure with a prepared agenda students had to be prepared for the session and were encouraged to participate in the creation of the agenda. They were introduced to the idea of an agenda, the need for certain officers (Chairperson and Secretary) and their respective roles, and the rules of procedure. The students then helped to draw up the agenda by listing:

(a) the actual problems/grievances they had;

(b) the types of issue that would arouse their concern;

(c) the types of business that they considered a Student Affairs Committee would discuss.

The most popular concerns were placed upon the agenda and general information was brought together in a variety of brief enclosures (see examples overleaf). The agenda took the following form:

COLLEGE STUDENT COMMITTEE
AGENDA

1. Selection of Officers
2. Proposed Changes to College Procedure - to consider:
   (a) The College Day;
   (b) The Use of the Common Rooms;
   (c) The provision of supervised free time.
3. Students and the Precinct - to consider problems arising from students using the Precinct.
4. The Foundation Course.
5. College Entertainments.
6. Allocation of Money.
7. Travel Problems - the use of the bus pass within College hours.
8. A.O.B.

Encls.

Background Information

In order to facilitate the discussion involved in a formal committee, background information is necessary. The following examples are material in support of items 3 and 4 on the agenda illustrated on page 39.

i) STUDENTS AND THE PRECINCT

Students in Fareham have often felt victimised by Security Guards in the Shopping Centre - they are constantly being told to move on when they try to talk to friends or eat a snack. The following extract from a local newspaper highlights the problem:

TALKS ON SHOPPING CENTRE ROW

PUBLIC concern over the way Fareham's multi-million pound shopping centre is run could be the topic of talks between Fareham Council and shopping centre management.

The council's Policy and Resources Committee is to consider a motion put by Councillor Peter Davies that in view of considerable public disquiet the council should discuss the way the centre is managed.

The motion has been put following recent rows between shopping centre security guards and students in the town.

Students, who threatened to boycott the centre following a protest by Fareham vicar, the Rev. Leslie Chadd, claimed they were being victimised by the security men who had nothing better to do.

A protest march outside the centre was averted when a students' leader met shopping centre manager Mr. Gordon Elgar to thrash out their quarrels.

But Mr. Davies would like the council to look into the alleged "heavy-handed" methods of the security guards in moving on young men within the complex.

There is a "knife-edge situation' in the centre says Mr. Davies who adds that he has received hundreds of complaints from all age groups about the treatment of young people in the centre.

It was "quite unacceptable" for young people to be asked to move on when they were relaxing on benches provided — often in unpleasant language, he claims.

'Southern Evening Echo' 26/7/80.

The land on which the shopping centre is located is owned by the Fareham Borough Council and leased to Hill Samuels. On the one hand, the shopping centre, under its manager Mr. Elgar, have the right to run it as they wish, provided they pay their rent to the Council. On the other hand, it might be argued that the Council do have, at least, a moral responsibility as ground landlord.

BEST COPY AVAILABLE

If students feel strongly that they wish to make representations, the following options would seem to be available:

(a) To contact the Shopping Centre Manager either by writing a letter or arranging a personal meeting;

(b) To organize some kind of demonstration, bearing in mind the legal restraints;

(c) To lobby the Borough Council, by a petition or letters to councillors, to use its influence in the matter;

(d) To contact shopkeepers so that they can make representations to the Centre Management.

The object of the committee is to decide which course of action to take.

ii) THE FOUNDATION COURSE

Students at College on a one year course have been timetabled to study Foundation Courses. These courses include Political Education, Computer Education, Health Education and First Aid, the Media, and Personal Economics. Students are required to attend 4 of these courses during the year.

The courses are designed to:

(1) develop knowledge, skills and attitudes;
(2) help to develop independence of thought and judgement;
(3) help to find suitable careers;
(4) clarify some of the problems involved in employment, setting up house etc.

However, students argue that they are not provided with sufficient choice, that some of the work repeats what they have already done in the past in the comprehensive schools, and that the courses are not relevant.

Comment

What is required here is feedback from students. What is their opinion of the courses so far?

Is the range of options satisfactory? Should there be other subjects included?

Should other students in the College study these courses?

Is there enough time allocated per week? Per term?

Do students always know what is in their best interests?

Are they mature enough to do so?

The Committee

At the Committee meeting, seats were arranged in a rectangle with the students facing each other. Each had a name plate. The first step was to elect the officers, though with some guidance because of the crucial roles each had to play. The Committee then worked through the agenda with the proceedings being recorded on tape. The teacher's role was to facilitate discussion – introducing topics where necessary from the expert's point of view, raising questions, encouraging the pooling of experiences, helping to frame resolutions and keeping the students to the rules of procedure – without becoming dominant. From experience, it is important that the discussion should be wide ranging and relatively free, giving an opportunity to air grievances, discuss approaches to problems and the ways and means to be adopted to achieve positive results. Each item on the agenda had a positive decision taken upon it in the form of a resolution.

Debriefing Session

Once the discussion has been concluded a general debriefing session is essential. Various approaches have been adopted:

students should be encouraged to give their own unassisted views on what happened;

the minutes should be circulated; in fairness the teacher should help the secretary present the minuted account;

the recording of the session should be replayed and analysed. How does it compare with their individual recollections? More ambitiously, stop watches could be used to time individual contributions – who said the most? Who provided leadership? Who said the least? In an ideal situation the latter would be the teacher. If this form of analysis is adopted then the class has moved into Communication and Numeracy Skills.

the results of the discussion should be analysed –

What has been decided?

How can the decision be implemented?

Has anything changed since the discussion?

Along with the conditions necessary for a positive discussion.

How important is freedom of speech? Should there be restrictions? If so what sort of restriction?

Do the procedural rules work? Are they logical and sensible?

How important are the Chairman and the Secretary? Why are minutes important? Why should resolutions be adopted? What happens next?

Conclusions

i. This activity meets many of the ABC aims and objectives, in particular Aims 4, 6, 8 and 9, and can be used as a base upon which to develop further activities or plan visits to the local Council Chamber or Parliament.

ii. To succeed effectively the activity needs to be adequately resourced – the agenda and the enclosures need to be typed and duplicated, the meeting ought to be taped or videoed – and be supported by the College Management as the activity may result in a 'delegation' being despatched to the Principal or Vice-Principal. Fortunately, in this case, support was forthcoming from both areas.

iii. Much of the value of the exercise lies in active negotiation with the students to create the Agenda. Teachers may be able to make shrewd guesses at their grievances etc., but only the students really know what they dislike etc.

iv. The process of 'extension' can be quite straightforward given time to plan a strategy for teaching. A subject such as Political Studies can involve a whole range of Communication, Numeracy, Economic, Moral and Social and Life Skills if the issues are tackled imaginatively. Elections, Housing, Education, Unemployment and Trade Unions can all be used as vehicles to develop the requisite skills.

Example G

Communication Skills and the ABC Core (Aim 6.3)

"English is rooted in the processing of experience through language . . . Once it is understood that talking and writing are means to learning, those more obvious truths that we learn also from other people by listening and reading will take on a fuller meaning and fall into a proper perspective." Bullock Report.

A good deal of work has already been done on the concept of Language across the Curriculum though sadly, despite the exhortation of Bullock, little has been transferred into classroom practice. The checklist below, the result of a matching process, emerged when the four modes of language were compared with the checklist in *A basis for choice* (Aim 6.3). Clearly, the list is intended as a general guide and embraces most aspects of communication skills teaching with which the specialist may already be familiar. Full details of the objectives are given in Appendix 2.

The 4 Modes of Language

TALKING

6.3.2 read and understand written questions and requests;
3.3 distinguish fact from opinion;
3.11 give clear verbal explanations to a variety of audiences;
3.12 contribute to group discussion;
3.13 use the telephone effectively;
3.14 experience and evaluate verbal encounter;
3.15 practice communication in a variety of groups;
3.16 experience various roles in these groups;
3.17 experience the communication requirements of certain jobs;
3.18 match the form of communication to the purpose;
3.19 critically evaluate a medium of communication.

LISTENING

6.3.3 distinguish fact from opinion;
3.5 understand oral information;
3.12 contribute to group discussion;
3.13 use the telephone effectively;
3.14 experience and evaluate verbal encounter;
3.15 practise communication in a variety of groups;
3.16 experience various roles in these groups;
3.17 experience the communication requirements of certain jobs;
3.18 match the form of communication to the purpose;
3.19 critically evaluate a medium of communication.

READING

6.3.1/2/4 understand a variety of data;
3.3 distinguish fact from opinion;
3.9 express graphic data in written form and vice-versa;
3.17 experience the communication requirements of certain jobs;
3.19 critically evaluate a medium of communication.

WRITING

a. *transactional*

6.3.6 communicate competently in written form;
3.7 explain and describe events in writing;
3.8 make notes for own use;
3.9 express graphic data in written form;
3.10 fill in forms correctly;
3.17 experience the communication requirements of certain jobs;
3.18 match the form of communication to the purpose.

b. *expressive*

6.3.6 communicate competently in written form;
3.7 explain and describe events in writing;
3.18 match the form of communication to the purpose;
3.19 critically evaluate a medium of communication.

However, if the notion of skill embraces a student's 'individual synthesis of knowledge, skills, experience and attitudes' (*Basic skills* FEU, 1982), then it is by no means only the specialist who can engage in teaching communication skills. Indeed, the acquisition of skills is a developmental process and the touchstone of success must necessarily be the flexibility and transferability of acquired skills.

The value of experience is that it enables us to modify our sensibilities and to adapt to the prevailing moment. So too with the acquisition of basic skills which need to be extended beyond the narrow confine of specific subject-related areas in the curriculum. The need is for a student-based rather than a subject-based curriculum design, which in itself requires an integrated teaching method working within the established and negotiated curriculum framework of the course. It is through such a developmental process that the sacrosanctity of the subject gives way to the integrity of wider cognitive and experiential aims. Thus, those members of the team whose original qualifications were in the technical, scientific or social science areas could be well-suited to make a valuable contribution to the teaching of communication skills.

In the assignments listed opposite, a motor vehicle and careers education lecturer have each identified topics and strategies requiring communication skills. Readers should complete the column headed ABC Objectives. It will then become increasingly clear that such topics can provide the background for development/reinforcement of a wide range of communication objectives.

Assignment	Topic and Strategy	ABC Objectives
1. MOTOR CYCLES		
a) Questions for visit to motorcycle firm	a) Group formulation of appropriate questions.	
b) Visit to firm	b) Use questionnaires to extract information.	
c) Visual display	c) Group activity to present: i. charts ii. written work iii. diagrams	
d) Accidents/Insurance	d) i. use reference books to gather information. ii. enquiry letters iii. presenting statistics in pictorial form. iv. present and discuss film – Man Alive 'Greatest Epidemic of our Time'.	
e) Technical description of a process/instruction	e) i. Analysis and comprehension of technical extract. ii. Notes summarising information iii. students produce their own description of a process/instruction.	
f) Motorcycle advertising brochures	f) i. Group discussion distinguish factual from persuasive, and recognising emotive words. Compare with 'Which Report'. ii. Word Power film: 'Friendly Persuasion?' iii. Students produce their own advertisement.	
2. APPLYING FOR A JOB		
a) Reasons for people going to work	a) i. Individual/group analysis ii. List in order of priority	
b) unemployment	b) i. Group discussion of causes and effects – some relevant terms. ii. Interpreting statistics of unemployment iii. Short report	
c) It's your future	c) i. group analysis of myths/options etc.	
d) Job advertisements	d) i. Small group analysis of job advertisements ii. Report back to rest of group	
e) Letter of application and curriculum vitae	e) i. writing letters/c.v.	
f) Non-verbal communication	f). i. Film – 'Burke Special ii. Discussion iii. Analyse extract from Desmond Morris's book iv. Individual students communicate (non-verbally) to rest of group.	
g) The job interview	g) i. List of awkward questions ii. Discuss preparation for interview iii. Simulate interview (audio visual recording)	
h) Visit to Job Centre	h) i. Extract information using group designed questionnaire.	

Integrated Assignments and Core Objectives

1. The course components of a full-time Fashion-orientated vocational preparation course are identified by the course team as:

Common Core, Vocational Orientation, and Job Specific Studies, as follows:

Time (Hours)	**Topic areas**	**Components**
7	Visual Awareness and Presentation	Common Core
3	Communication and Study Skills	Common Core
2	Numeracy and Business Studies	Common Core
1	Careers Guidance	Vocational Orientation
2	Fashion Design and Appreciation	Job Specific Studies
2	Pattern Adaptation	Job Specific Studies
4	Garment Making	Job Specific Studies
1	Textiles	Job Specific Studies
3	Dying and Printing	Job Specific Studies
2	Crafts Related to Fashion	Job Specific Studies
3	Electives	—
30	TOTAL HOURS EACH WEEK	

Objectives

2. Each common-core component is analysed in terms of objectives, with fashion contexts given. Numeracy and Business Studies is reproduced below as an example, related to ABC objectives.

Numeracy and Business Studies

ABC	Objectives	Fashion contexts
6.1.5	Measure accurately in metric and imperial units and make conversions within and between system.	e.g. Fabric estimation
6.1.1	Calculate accurately using the four arithmetical operations (+ , —, ÷ , x) with whole numbers, simple decimals and fractions.	e.g. Pattern making.
6.1.11	Calculate percentages.	e.g. In the fashion industry.
6.1.2	Use a calculator and distinguish between appropriate and inappropriate uses of it.	e.g. Pattern making.
6.2.1	Measure by approximation and estimation in specific contexts.	e.g. A body shape.
6.1.5	Use measurement terms correctly.	e.g. Height, breadth, etc.
6.1.2	Use, draw and interpret simple plans and diagrams.	e.g. Pattern adaptation, bus maps.
9.9	Identify and compare the functions and uses of a range of systems for money management.	e.g. Bank account, credit cards, HP
9.10	Identify the main processes involved in marketing and retailing in the fashion industry.	e.g. Judging demand and supply.
1.1	Describe the functioning of a small/large business.	e.g. Retail mens wear.
9.17	Describe the main recommendations of the Health and Safety at Work Act.	e.g. Fashion Workroom, heating.
9.19	Identify sources of legal aid and advice.	e.g. Legal aid scheme, Unions.
3.3	Use basic keyboard techniques.	e.g. Computers, photocopier.

* ©ILEA 1983 All rights reserved

Assignments

3. The course stresses practical teaching strategies. Skills are practised and rehearsed in given contexts and assessed in other contexts, on the basis of integrated assignments, throughout the course. These assignments are discussed, and the contribution of different course constituents agreed, at fortnightly course team meetings, with each teacher in turn taking on overall responsibility for an assignment (an extract from an assignment is illustrated on page 48).

Assessment

4. Assessment is on the basis of a competence checklist to which all teachers subscribe and which measures performance in each integrated assignment. Thus, all teachers not only teach to the objectives of their own course areas, but to overall course objectives as expressed by the competence checklist reproduced below.

Profile

5. The assessment record which, during the course, is a vehicle for dialogue between student and tutor, forms the basis for a profile certificate, which comprises:

(a) A brief description of the course and its components;

(b) the range of student experience on the course including work experience;

(c) 'end sentences' derived from competence check list records;

(d) a statement about the student's final presentation of work completed during the course.

STAFF/STUDENT ASSESSMENT LIST

Competence checklist	Explanation	Assessment
1. Organising self and materials	Having equipment and tools as appropriate to work in college, at home, on assignments and on work experience.	
2. Manipulating tools and equipment	Selecting and handling tools and equipment as demonstrated in order to develop skills.	
3. Creating and constructing	Using imagination and initiative to design/make things in an original way.	
4. Measuring	Using measuring tools and equipment accurately.	
5. Calculating	Finding accurate answers by using appropriate knowledge of number/space/shape.	
6. Problem solving to complete a task	Understanding the job to be done, looking at different ways of doing it, deciding on the best way to do it and finishing it off.	
7. Self judging in presentation of task	Presenting finished work in a creative and workmanlike way.	
8. Discriminating and appreciating.	Deciding between different ideas/objects/actions and being able to understand the reasons for your decisions.	
9. Observing and recording	Noticing objects/people/events and making an accurate record.	
10. Reading to comprehend	Using all sorts of reading material to understand what you are learning.	
11. Following verbal instructions	Accurately following instructions that are spoken to you.	
12. Following written and pictorial instructions	Accurately following instructions which are written or drawn.	
13. Explaining/describing by writing and drawing	Using written words and drawings to describe and explain objects/events/people.	
14. Explaining/describing by talking	Talking to students and other people to describe and explain objects/events/people.	
15. Expressing verbally and by body language	Using movement/gesture/words to create a particular impression.	
16. Working on own	Being able to work on your own over a period of time with or without supervision.	
17. Working with others	Sharing and co-operating with, and helping others in a work situation.	
18. Responding positively	"If you don't succeed try again"	
19. Using health and safety practice	Using equipment, tools and materials safely.	

Assessment rationale

When assessing students' performance in the above areas please use the following code:

✓ Competent without help;
● Competent with a little help;
○ Competent only with a great deal of help;
☐ Blank – skill not applicable;
× Not able to do this at present even with help.

EXTRACT from an assignment illustrating some of the core objectives checklisted.

College

Vocational Preparation Future in Fashion Course

Name _____

Date _____

Assessment Assignment No. 2

COLOUR

INTRODUCTION

All our lives we are surrounded by colour. It affects our lives and influences us even when we are not aware of it. Colour not only offers visual pleasure, it is an important means of communication e.g. national flags or the colours used to identify sports teams. We get emotional and psychological reactions from colour; for instance red stimulates, while blue relaxes.

In this assignment you will carry out four (4) tasks exploring COLOUR but remember there are not CORRECT COLOUR combinations only perhaps one more appropriate than another in a particular situation.

Try these to start you off:

In clothes, the colours I follow most are _____

Think of an example where colour is used

for informaton _____

Think of an example where colour gives a

feeling about something _____

TASKS

I Looking at colour
- a) in a supermarket
- b) in a fashion store

IIa A visit to a gallery. IIb A visit to a library.

IIIa Creating a collage. IIIb Designing an outfit.

IV ''Painting'' with a sewing machine.

In submitting your assignment, make sure that all your examples and paper work are all presented in a uniform size.

EXAMPLE OF TASK

IB Looking at Colour - in a fashion store

1. Visit the following shops: 'Miss Selfridge' in Selfridges, Oxford Street and 'Top Shop' in Peter Robinsons, Oxford Circus.
2. Select items to make up:
   - a) a fashionable outfit, including accessories
   - b) describe the outfit in words or sketches
   - c) state price of each item and total cost.
3. In discussion with your tutor work out:
   - a) the amount of fabric and thread you would need
   - b) the type and cost of the fabric, and the thread you would need
   - c) the time it would take you to make the outfit
   - d) the charge per hour for your work.

   Now work out the total cost price of the outfit.

   If the retail price is 75% above the cost price how much would you sell the outfit for?

   Now write out this information on a separate sheet of paper.

EXAMPLE I

Adopting a Core Approach in a Community School

Aims and Objectives

In the summer term 1981, we (that is the school staff) redefined our aims and objectives by asking ourselves what knowledge, skills and values we would like our pupils to have when they left school. Our answers had nothing much to do with subjects, exams, or content. They formed a frame-work which went across the whole curriculum. The puzzle then was how to reconcile these aims and objectives with existing subjects and how to adapt our styles of teaching to methods which placed less emphasis on content and product, and more emphasis on processes, skills and recorded experiences.

The School to Work Course

This course, which began in September 1981, proved to be the catalyst for action. First, as it was a new course, not dominated by a subject or (initially) an exam, we could and did use a curriculum framework (ABC in fact), rather than existing subjects to devise the course. Second, as the course involved only a small team of staff, we could build a practical working model of successful practice. Not that any of us found the changes in style required easy, but it was better and more effective to move forward step by step. The method of curriculum change was, in fact, remarkably similar to the teaching styles we were adopting: learning by doing, being given support and guidance in relation to a task, an idea in action rather than simply an idea, reflecting on experiences, evaluating and redesigning as we went along, negotiating, and working as a team. The course had to be modified constantly in the light of changing external and internal circumstances and the students' needs. We quickly realised that if we had spent a year planning all the course in detail, we would have been wasting our time. The course consisted of 12 weeks work experience, one week's residential experience, punctuated by our in-school curriculum consisting of communication skills, numeracy, economics, social and environmental studies, social and life skills, vocational studies/simulated work experience, and individual and group counselling. The students took the City & Guilds 365 (pre-vocational studies) at the end of the year. We soon learnt that it was impossible to keep even to these 'subjects' – all parts of the course fed into each other. Thus it was important for the course to be integrated and for the teachers to work as a team. This took a lot of time but we found it to be well worth it in terms of our job satisfaction and motivation. The most effective agents of staff change were the pupils themselves. We learnt from them as well as they from us.

Effects on the rest of the 6th Form Curriculum

Life Skills

Although we had simultaneously introduced into the 6th form a General Studies course which included expressive arts for all, we were so impressed by the way the School to Work course built up students' confidence and coping strategies, that we decided that all the 6th formers, including the most academic, needed these opportunities. Thus in 82–83, a 'social and life skills' course (an unfortunate, abused term, but the only shorthand we know) is given to all 6th formers. The teaching team includes experienced 'School to Work' tutors and new members: staff are keen to join in because they see it as exciting and releasing. After school, for ten evenings this term, we have provided, through our youth leader, experiential training in group work skills for interested staff. Over 20 have taken this initial course voluntarily and found it both stimulating and supportive. They have also found it helpful to their general classroom teaching.

An Extended Pre-vocational 6th Form

In 1981 we had 18 students on the school to work course (City and Guilds 365). In 1982-3 we have not only repeated this course but added a BEC course (in conjunction with our local FE college) and a City & Guilds (Engineering) course. Next year we hope to add further courses, viz: a TEC (Science), a City & Guilds Retail Distribution course, and a Catering course. We are also the providers of off the job training for a New Training Initiative managed by British Airways. We feel that these pre-vocational students get a far better education this way than by repeating and failing again their O levels. We also feel that the A level students benefit from the presence of these other students. What we now have is, in fact, a comprehensive 6th form.

Effects on the whole School Curriculum

These are difficult to measure as yet. The internalisation of some new important concepts by staff, the building up of their confidence to experiment with new styles, the realisation of the importance and the usefulness of such curriculum frameworks as ABC in pre-16 work, the development of the role of the form tutor, the arrangement of form rooms in a more flexible way: these developments take time, are uneven in progress and vary according to the teacher. But there is no doubt in my mind that they are happening. The work of the school is very slowly, organically and at its own pace, making an important operational shift which should benefit the pupils' learning in real terms, enormously.

Staffing and Resourcing

None of these courses costs more than the equivalent of one teacher to run: this is normally provided through the teacher-pupil ratio. Courses do not have to cost all that much to put on – obviously computers and video cameras help a great deal, but much of the material is in the situations encountered rather than in print. What can be costly is residential experience and work experience expenses: we cannot expect the pupils to be out of pocket on this. Staff development could also be expensive. Ours has cost the Borough nothing so far, but we were lucky in having suitably skilled staff amongst us already.

EXAMPLE J*

Developing an Inter-Institutional Core Approach

The following is a collaborative venture between nine secondary schools and five colleges of further education.

It is a curriculum development scheme concerned with the last year of statutory schooling for underachieving young people at a time of great social and educational change.

The scheme is characterized by a style of curriculum development that is firmly 'grass roots' and teacher led. Teachers have identified five main challenges:

to identify, attract and select underachievers;

to bring their school and college based experiences to bear on curriculum design for underachieving 15/16 year olds;

to establish an infra structure that will support the planning, running and remodelling of the course year by year;

to provide assessment and accreditation for such a course;

and to devise a curriculum form that reflects their curriculum aims.

Teachers from school and college cooperate to select 15 students from each school using a range of criteria in a flexible way. They look for a balance between types of underachievers (lack of motivation, poor attendance, immature behaviour, poor examination prospects, low achievement etc,) and for students with a positive attitude towards the course, which takes place 3 days a week in school and 2 days in college.

Aims	(ABC Aims)
The scheme aims to:	
enable students to identify themselves in terms of their past, present and future, to formulate their plans in the light of this assessment and to act upon them;	2, 5
help students move from dependent relationships and learning styles towards adult relationships and autonomous learning;	4, 8, 12
help 'underachieving' young people to see themselves, and be seen by others, as real learners or students;	7, 8
help students to develop the skills and understanding that will enable them to cope with the demands of adult life, at home, work or in further education;	3, 6, 11
enable students to come to an understanding of the functioning of the social and industrial environment and their role within it.	1, 9, 10

* © ILEA 1984 All rights reserved.

Outline

The curriculum falls into three phases:

PHASE ONE (iNDUCTION)	PHASE TWO (LEARNING AND EXPLORING)	PHASE THREE (INTO THE COMMUNITY)
CONTENT tutorial counselling diagnosis 'education' unit. LEARNING STYLE The learning, centred in a course base-room is teacher-directed, secure and structured AIMS assessment TIME 6 weeks	CONTENT tutorial counselling vocational education residential language numeracy social studies recreation, art, craft TV and media. LEARNING STYLE Students take more responsibility for the choice of learning materials, the working group and for assessment. More work is done outside the classroom, school and college. AIM learning exploring TIME 24 weeks.	CONTENT 'into the community' tutorial counselling job search local explorations LEARNING STYLE Students plan their own timetable and do much of their learning off site. AIMS implementation TIME 6 weeks

Phase I (Induction)

This phase lasts six weeks and is particulary structured to give each student a sense of security, purpose and some success as a learner. Student/teacher contracts are sometimes used to identify the specific educational goals and standards of behaviour that are agreed, in writing, between students and teachers. Induction is characterised by:

Tutoring and Counselling

i. Available from the course tutor, college counsellor, and careers officer. Regular group tutorial sessions allow students to reflect upon issues raised by their own behaviour and those raised by society in general, exploring their own awareness of moral standards.

Diagnosis

ii. In the learning areas where the students are particularly sensitive (e.g. language and mathematics) it is important to establish the proper starting point for their work and to provide relevant assignments, at the right level, straight away. The aim is to emphasise their ability to learn and help them improve it. Diagnosis also introduces students to assessment and record keeping as tools to help plan their next piece of work.

Content

iii. Much of the content of this phase will depend on the students' response to induction and diagnosis. A central element is a unit 'education' in which students look together at their own educational history and attitudes to education and educators. This unit aims to develop students' awareness of learning and how it might be improved. Activities include the following:

list likes and dislikes of school;

list hopes and expectations for the course;

prepare a questionnaire asking adults about their education, their own regrets and their hopes;

watch films comparing different teaching styles and comment on the effects.

Teaching/Learning Styles

iv. This phase is well structured to allow students to experience success and order so as to build their self esteem as learners. The teaching environment is clearly structured; pupil teacher relationships are consistent, sympathetic and respectful; work is directed, well planned and has short term goals.

It is important that the pupils should be able to demonstrate to themselves what they have learnt at every stage, and that behaviour breakdown is confronted quickly, consistently and firmly.

Phase 2 (Learning and Exploring)

This phase makes up the central 24 weeks of the course. Students concentrate on improving their knowledge and skills and take increasing responsibility for their own learning, in the following areas:

The Vocational Element

i. The vocational element is central to students' perception of the course. The aim is for each student to be able to make a reasoned decision about the future in the light of knowledge gathered about themselves and the 'world of work', through:

careers education;
vocational 'tastes';
work experience; and
social studies (world of work unit);

all of which have general as well as vocational self-assessment objectives.

Language and Numeracy

ii. Language and numeracy work falls into two related areas: the improvement of basic skills and the development of creative reading and writing. In the former the course aims to improve the students' competence in fundamental skills such as listening, speaking, reading, writing, measuring, ordering, sorting, counting, calculating, orientating, representing and interpreting. These skills are taught in timetabled slots labelled 'communication skills' and 'numeracy', and are practised, learnt and assessed throughout the curriculum. The emphasis is on the effective use of skills in practical situations. The development work in creative writing and reading takes place in English and social studies where students are expected to represent and interpret information in as many ways as they can.

The Residential Element

iii. On 'residentials', the students are expected to use their initiative, to identify and solve problems and to practise taking responsible, considered decisions. A residential experience supports students in learning to work together and to appreciate the views and outlooks of other people. It also allows students to broaden their experiences and horizons; many may never have been away from home and may have a limited experience in different social situations.

Social Studies

iv. Social studies is made up of a number of six week units including 'individual and society', 'education', the

'world of work', 'everyday technology', 'personal relationships', 'living in London' and 'citizenship'. Short units allow the students to look forward to a change and at the same time work towards a goal.

Recreation and Art

v. Students use the full range of facilities for recreation and art that are available in schools, colleges and the local community. They use local sports centres on an individual and group basis, as well as joining in school sporting activities. The art work, which is of particular interest to many of the students, takes place in art rooms with specialist teachers, as well as at local workshops where bridging course posters and badges have been produced from their photographic work in college.

TV and the Media

vi. This is a full course unit that has proved popular and useful in the curriculum. It allows students to become actively involved in a process that brings immediate results, demands care, accuracy and the use of many communication and numeracy skills, as well as co-operation and judgement.

Phase 2 (Learning and Exploring): Teaching/Learning Style

vii. In order to make the transition from information-based presentational teaching towards active, process-based learning, teachers have adopted a number of strategies:

Physical aspects

Physical aspects of the classroom organization have been changed so that desks are often grouped into tables with chairs around them. Worksheets and assignments are stored in open files and students are encouraged to select their own work.

Student Activities

Teachers use many different kinds of learning activities to keep students active, broaden their experience and keep motivation high. Active participation is central to this phase.

As the course develops many of these activities move outside the classroom, into the school or college and then into the local community. (see phase 3).

Learning to learn.

Teachers aim to increase the students' awareness of their personality characteristics in order to improve their ability to learn. This is done in two ways. The first is by introducing them to the concept of personality and the stages of learning development in young children. Secondly, they are helped to reflect on their own experiences as learners, and to develop and use strategies that help them to learn, such as memorizing groups of objects, relating stories, events or films, deciding what they want to learn and organizing their own work. Teachers have had to develop a particularly high degree of classroom organization in order to allow students access to learning resources and to provide a structure that can support them as they take more and more responsibility for their own learning. For some teachers this change of role is not easy.

Phase 3 (Into the Community)

This phase aims to enable the students to act upon the decisions and plans they have been making in phase 2. Only a skeleton timetable is provided, indicating when teachers will be available in the base room. The students plan their own timetable based on a number of guidelines.

Assessment and Record Keeping

Three considerations have moulded the development of a whole course profile assessment scheme. Students must know at all times, what they are supposed to be doing and why, teachers must be able to make a clear statement of achievement at the end of a one-year course and this statement must be supported by documented and dated evidence in the record keeping system.

The resulting scheme states learning objectives in basic educational skills (language and mathematics) as well as in each of the units or modules (e.g. education, 'world of work') on the bridging course. Common

elements of these learning objectives are drawn together to form the common core to be assessed throughout the course alongside lists of more specialist skills associated with, for example, TV and the media or everyday technology.

The curriculum analysis described above, together with a simple record keeping system, and a bank of checklisted materials has a number of advantages. It allows teachers to make positive statements about each student's competence in a range of skills learnt, practised and assessed in assignments throughout the course. It gives students a way of understanding what is important about each piece of work they do, as well as what skills appear time and time again throughout the day or week. It also gives teachers a tool to evaluate the whole curriculum during the course. A collection of positive statements of student competence forms the basis for a 'profile certificate'.

Appendix 2
FEU Common Core Checklist

An appendix to *A basis for choice* gives a series of aims and objectives which it is suggested might be the core of studies on a vocational preparation course. It was not suggested that this checklist was in any way prescriptive; indeed its dynamic nature has always been stressed, as has its responsiveness to local conditions.

There have already been suggestions that the checklist should be modified to include, for instance, computer familiarisation, and what follows is an amended version of the checklist.

The prescribed objectives are described in terms of a combination of observable performances to be expected of students and learning experiences which they should be offered. The commentary in italics following each objective is not prescriptive, but offers illustrations, examples and suggested methods.

For convenience, the objectives are grouped under the headings of the core aims. Some referencing has been used to indicate where an objective/experience is not intended to represent, necessarily, the order or organisation of the learning. Neither does the number of objectives in any group necessarily represent weighting. Some difficult time-consuming and important activities may be stated quite briefly.

- ● Part of Induction Phase
- ★ a new item

Aim 1

To bring about an informed perspective as to the role and status of a young person in an adult society and the world of work.

The students should

● 1.1 Describe a typical organisational structure of at least 2 different types of workplace or organisation, and relate this structure to their respective functions

This should include:
identification of component functions (e.g. sales, storekeeping, production, maintenance, professional services, administration, book-keeping) and who performs them (e.g. a department v one man as part of his job)
distinguishing between large and small-scale organisations, and productive and service industries (e.g. garage and clothing factory).

● 1.2 Visit a place of work, relevant to their interests, and describe

(a) the working conditions and tasks of new entrants

(b) the range of decisions which can legitimately be made by these young workers

(c) to whom they are responsible

(d) with whom they have regular working relationships

(e) training and career prospects; entry requirements

The information should, preferably, be gained by interviewing young workers, perhaps using a tape recorder or questionnaires (ref Aims 2.3 and 6.3.2).

● 1.3 Interview at least two adult workers about their entry to working life and the factors which influenced their subsequent job progress

e.g. relatives, friends or workers in jobs of interest (This may best be done in pairs if strangers are to be interviewed).

● 1.4 Make comparison of different working situations, using the information gained by themselves and others

Students might compare notes in discussion, with regard to both similar and different jobs. Note should be taken of any variations in perception or experience due to differences in the cultural background of those interviewed. There may be a need for tutors to compensate here for lack of information due to inadequate interviewing skills.

1.5 Describe the relevant trade union organisations within a particular firm or organisation, and their method of operation: identify and discuss any differences between the system observed, and the significance and functions of trade unions in general

Students should be able to use correctly such terms as: differentials, collective bargaining, closed shop, shop steward.

1.6 Describe the basic management structure within a particular firm or organisation; identify the channels of communication to and from the young workers, and the area of responsibility of their immediate supervisors

e.g. whom to see about a day off, faulty equipment, pay queries. Who has the authority to give instructions and about what?

1.7 Use the knowledge and insights gained as a basis for analysing factors influencing job choice, job satisfaction and relative rewards

e.g. (factors influencing rates of pay) skill, unionisation, social status, difficult conditions, age, qualifications e.g. (factors influencing job satisfaction) responsibility, prospects, social environment, usefulness, wage levels. A suitable method might be for students to rank a list of jobs according to a selection of factors, and then to discuss the differences between their own judgements and the actual position as reflected in wage rates, etc.

Many of these objectives may be achieved simultaneously with some of those in 9.2 (politics), 9.12 (economics), 10.4, 10.5 (technology), 2 (career choice) and 6.3 (communication skills).

Aim 2

To provide a basis from which a young person can make an informed and realistic decision with respect to his or her immediate future.

The students should

● 2.1 Participate in the construction of self-profiles, which analyse and evaluate their own characteristics, preferences and capabilities

e.g. ability to relate to colleagues or strangers, physical fitness, willingness to travel, reaction to routine, aptitude for calculation, any sensory or physical disabilities (ref. 3.1).

● 2.2 Present their self-profiles to colleagues and compare them with those of the rest of the group

including:
checking self-image against the perception of others; comparing the reactions of others to similar factors. This may enable the teacher to establish a group identity, and the students to gain practice at relating to others in a group (ref. 6.3.15).

● 2.3 Obtain, by a variety of means, information on the characteristics of the range of job opportunities available to them and how to gain access to these opportunities.

e.g. (characteristics) entry qualifications, working conditions, training, prospects, job location e.g. (methods) consulting reference books, interviewing people, visiting job centres, listening to local radio, consulting careers officers (ref. 6.3.4 and 6.3.5).

● 2.4 Relate this information to their own profiles, and discuss the alternatives open to them

Use could be made of the careers service here, and attention paid to changes in the students profiles during and since their time in school. Care may be needed to avoid sex-stereotyping.

2.5 Recognise the risk of future unemployment, understand its causes, and know the steps they can take to mitigate its effects on them personally (including knowledge of government schemes, voluntary opportunities, entitlement to benefit, the possible advantages of mobility and the possibilities of self employment)

e.g. (causes and risks) decline of industries, and regional variations in job opportunities. technological developments (ref. 10.5, 10.4) e.g. (schemes and opportunities) YOP and FE courses; useful unpaid work (CSV, local hospitals and community projects); social security regulations; the possibilities and difficulties of moving to another area; the possibilities of co-operatives and the knowledge and skills necessary to advertise and sell one's own labour, or to set up one's own business (ref. 9.10, 8.2).

2.6 Experience at least three different types of task, and evaluate their responses to them

e.g. a heavy physical task (mixing concrete), manipulative task (assembly work), clerical task (filing). They should preferably come from more than one sector of employment. This job sampling may well be conducted in conjunction with the activities required under Aim 3.

Aim 3

To bring about continuing development of physical and manipulative skills in both vocational and leisure contexts, and an appreciation of those skills in others.

Work in connection with objectives 3.1–3.4 in particular, will form part of the Induction Phase but all the objectives in this section should be worked towards throughout the year and also in the course of vocational and job specific studies.

The students should

● 3.1 Develop an awareness of their physical and manipulative abilities through experience of both vocational and leisure activities, and understand the implications of these for future job choices

This is a general objective to which much of the practical activity in the course should contribute. It should also influence the self profiles (ref. 2.1, 2.2). The leisure activities should include a choice of group and individual activities designed to satisfy a variety of student preferences (team games, gymnasium activities, dancing, pottery, etc.).

● 3.2 Experience the physical demands of some occupations, assessing (a) their reactions to physical conditions and (b) their ability to learn to cope with them

e.g. guided experience of being out of doors, standing, lifting and carrying (in the course of workshop activity, as an approach to physical education, etc.).

★ ● 3.3 Experience the manipulative demands of some occupations, assessing their reactions to these demands, and their ability to learn to cope with them

e.g. handling/constructing laboratory apparatus; making small-scale constructions, working accurately, and at speed; using a keyboard.

● 3.4 Experience the effect of working for an extended period of time between breaks, and the demands made on their concentration and physical stamina

work-place sessions as opposed to school periods.

3.5 Perform tasks to a set standard and in a given time, working co-operatively when appropriate

including the appreciation of
– the difference between the application of set standards at work, and the 'grading' of tasks by teachers in schools
– the need to 'pace' one's effort
– the need to protect the safety of colleagues.

3.6 Understand the properties and uses of a range of materials, and practice using a variety of tools and processes appropriate to these materials

e.g. wood, paper, metal; cutting, joining, assembling, copying; appropriate safety procedures – all in the context of vocational and creative leisure activities (ref. 10.4).

3.7 Work on tasks where measuring and estimating of materials and time are required, to ensure accuracy and precision

e.g. typing, picture-framing, wallpapering.

3.8 Work on tasks where aesthetic judgements of shape and colour are required

e.g. choosing materials or designing for appearance as well as strength; painting for appearance as well as protection.

3.9 Observe a skilled practitioner at work, in an area of their choice, and appraise the judgement and skills involved

e.g. (areas) typing a letter; panel beating; connecting a tap; bathing a child; plastering; 'throwing' a pot. Social and aesthetic judgements may also be involved, as may the ability to plan (ref 8.2). The appraisal is probably best developed through group discussion.

★ 3.10 Be introduced to examples of complex equipment, in order to develop confidence in its use in the future

e.g. machine tools, electronic equipment, microcomputers.

Aim 4

To bring about an ability to develop satisfactory personal relationships with others.

The student should

4.1 Experience, directly and vicariously, a variety of personal encounters and a range of responses in them

e.g. (encounters) receiving instructions; being asked for help, receiving a complaint – in direct experience (such as those involved in 1.2 and 1.3), role-play, film or literature

e.g. (responses) aggression; sympathy, evasion.

4.2 Describe several patterns of behaviour, and analyse the interaction in terms of the roles of those involved

e.g. (patterns) use of authority or status; effect of aggression or appeasement; use of reason or emotional pressure

e.g. (roles) parent and child; supervisor and worker; student and teacher.

4.3 Identify and practice alternative responses

e.g. being aggressive, conciliatory, submissive, understanding, distant – probably in role-play – (possibilities of video).

4.4 Consider the merits of these responses in various situations, and with regard to various types of encounter

e.g. dealing with authority, the family, the peer group, individuals of the opposite sex (probably through group discussion) (ref. 5.5).

4.5 Predict the changes in role likely to occur for them in the near future

e.g. student to wage earner, child to parent.

4.6 Be aware of contemporary social conventions in various contexts likely to be met, and be able to adopt behaviour appropriate to their own goals

e.g. at work, eating out, in a library; self-presentation at interview; attitudes to those in authority; language and behaviour whilst in contact with the public (ref 5.4).

4.7 Describe some of the categories by which they classify other people, and become aware of the indicators they and others use to allocate individuals to a category

e.g. (categories) old/young; friendly/unfriendly; kind/unkind; social classes, cultural groups, sexes

e.g. (indicators) dress; accent; non-verbal behaviour.

Aim 5

To provide a basis on which the young person acquires a set of moral values applicable to issues in contemporary society.

With reference to

(a) their present situation

(b) a predictable future working situation

(c) some wider current issues.

The students should

5.1 Be prepared for common moral dilemmas

e.g. individual v group loyalty, what constitutes 'stealing' at work, quality of workmanship, tax evasion, 'a fair day's work for a fair day's pay', sexual or racial discrimination.

5.2 Give reasons for certain moral 'rules' and decisions

e.g. keeping promises, returning lost property, being faithful.

5.3 Apply relevant moral terms to specific situations

e.g. integrity, corruption, cheating, fairness, in contexts such as sport, examinations, strikes, 'perks' at work.

5.4 Describe the prevailing moral code of given groups

e.g. cultures, ages, social groups, occupations (e.g: soldiers, doctors, sexes).

5.5 Formulate their own codes of behaviour in relation to certain issues and dilemmas, coping with clashes of principles

e.g. honesty versus loyalty, in relation to issues such as those described above.

5.6 Describe and analyse the moral consequences of actions

e.g. driving without insurance, the conception of a child; concealing information at interview (ref 9.1.4 also).

It is anticipated that many of these objectives (especially perhaps 5.1, 5.3 and 5.6) might be dealt with in

the course of such things as practical sessions, or discussions about economic issues or work experience.

Aim 6

To bring about a level of achievement in literacy, numeracy and graphicacy appropriate to ability, and adequate to meet the basic demands of contemporary society.

6.1 **Numeracy** The student should be able to

6.1.1 Add, subtract, multiply and divide whole numbers, basic fractions and basic decimals

6.1.2 Given an awareness of their own abilities and future needs, decide when to use calculators, tables, pencil and paper or mental arithmetic, and be prepared to learn any required techniques.
What does their intended job require (a) of necessity, (b) for convenience?
What are their personal needs?

6.1.3 Interpret place value

6.1.4 Convert fractions to decimals and vice-versa

6.1.5 Use standard units of measurement, read graduated scales, and make approximate conversions between imperial and metric units
e.g. through the interpretation of plans and preparation of materials in the course of a project.

6.1.6 Read the 24-hour clock, and train/bus timetables. Make estimations of time.
e.g. planning journeys (ref. 8.2).

6.1.7 Interpret and use tables of figures
e.g. bank statement, temperature conversion, football results.

6.1.8 Make approximations and estimations, and assess the accuracy of results obtained by a calculator

6.1.9 Apply and interpret ratio and proportion
e.g. preparing mixtures, scale on maps, wage increases.

6.1.10 Calculate averages
e.g. average wage rates.

6.1.11 Calculate percentages
e.g. VAT, discounts, tax rates.

6.1.12 Make elementary algebraic substitutions
e.g. using a formula to determine one unknown.

6.1.13 Describe the properties of common shapes, and measure angles.

6.2 **Graphicacy**

6.2.1 Make calculations and estimations of perimeter, area and volume or right-angled figures, circles and cylinders
e.g. estimating quantities of materials.

6.2.2 Interpret and present graphs, charts and maps, choosing an appropriate form for their purpose
e.g. understanding of gradient of axes; pi-charts, bar-charts, etc. in the contexts of newspapers, textbooks, student projects (ref 10.1).

6.2.3 Appreciate perspective in space, photography, etc.

6.3 **Communication** The student should

6.3.1 Read and understand data in a wide variety of forms and identify the points of a given text relevant to a particular purpose
e.g. instruction manuals, notices, letters, labels (see also 6.1 and the rest of 6.2).
e.g. read a manual in order to know action to take in case of a breakdown.

6.3.2 Be able to read and understand written questions and requests
e.g. questionnaires, memos, worksheets.

6.3.3 Be able to distinguish fact from opinion, identify emotive and ambiguous statements,
and
identify instances where expert advice is relevant to a matter of opinion
e.g. sales literature (including comparison of products); political speeches (ref. 9.1).

e.g. medical opinion on when to return to work (as opposed to an opinion on what is funny).

★ 6.3.4 Find and use information from a variety of given sources, including electronic information sources
e.g. dictionaries, catalogues, indexes, encyclopaedias, Prestel etc. (ref. 9.17).

6.3.5 Listen to, and understand information and requests given orally
(ref. 3.5, 4.1).

6.3.6 Be able to communicate competently in written form; organise content, write effectively and with observation of the conventions of legibility, spelling, punctuation and grammar
e.g. formal letters and reports, informal notes and messages.

6.3.7 Explain and describe events, processes and opinions sensibly and clearly in writing
e.g. accident reports, operating instructions, arguing a case.

6.3.8 Make notes for own use
e.g. on visits, from books, during talks.

6.3.9 Be able to express tabular or graphic data in written form or vice-versa
e.g. diagrams, charts, sketch maps, statistics (ref. 6.2, 10.3).

6.3.10 Fill in forms correctly
e.g. driving licence aplications, job applications, insurance claims.

6.3.11 Speak audibly and give clear verbal explanations of processes/opinions/events to a variety of audiences
e.g. friends, acquaintances, strangers, etc.

6.3.12 Make a disciplined contribution to group discussion
e.g. following some procedure; accepting and responding to others' views.

6.3.13 Use the telephone effectively

6.3.14 Experience and practice various kinds of verbal encounter, and evaluate their own strengths and weaknesses
e.g. negotiating, advising, persuading, justifying; using simulations, role-playing, mock-interviews, etc. (ref. 1.3, 4.1).

6.3.15 Experience membership of, and practice communication in, a variety of groups
e.g. formal, informal; large, small; decision making; task-centred; competitive and co-operative (ref. 9.2).

6.3.16 Experience various roles in these groups
e.g. leader, recorder, participant, chairman.

6.3.17 Experience the communication requirements of certain jobs and evaluate their reactions to them, and their ability to learn
e.g. with children, in an office; with customers; with VIPs (ref. also 2.1, 2.3).

6.3.18 Participate in planning and creating an example of a particular form of communication, matching the form to the purpose
e.g. TV (video) programme; audio tape; newspaper; exhibition.

6.3.19 Critically appraise examples in a medium of communication with which they have experience
e.g. TV, records, radio, books; identifying style, imagery, the message being transmitted, the audience for whom it is intended, influence of the technology, etc.

Aim 7

To bring about competence in a variety of study skills likely to be demanded of the young persons.

It is suggested that these study skills should be introduced as a specific group learning activity early in the induction phase, but that subsequent practice should come from following the course itself. This practice should subsequently be reinforced and evaluated on a tutorial basis.

The students should

7.1 Learn how to take notes, or use given notes for their own purposes

e.g. when preparing an essay; when hearing a talk. Different strategies are possible.

7.2 Know how to gain access to appropriate works of reference

e.g. location of library; use of index.

7.3 Appreciate when to 'skim-read' and when to read for detail, and practise both techniques

7.4 Practise discussions and questioning

e.g. with teachers, with colleagues, with experts, co-operative learning.

7.5 Gain some appreciation of effective learning strategies and how to deploy them for their own benefit in the planning of their learning

e.g. aids to memory, such as mnemonics; simple psychology of learning, such as knowledge of learning plateaux, attention spans, and methods and effects of practice.

7.6 Experience a variety of learning situations and evaluate their reactions to them

e.g. formal talks, group talks, programmed learning, individual study with text books, using a library, role-plays and simulations; identifying which methods suit them best, for a given purpose

(These situations will normally occur naturally in the rest of the course; a separate session may be required only to evaluate them.)

Aim 8

To encourage the capacity to approach various kinds of problems methodically and effectively, and to plan and evaluate courses of action.

The students should

8.1 Examine and appraise given faults, problems or events, working individually or in a group.

e.g. faulty equipment, college over-crowding, a fall in sales, lung cancer, by

8.1.1. Thinking up alternative solutions or explanations

e.g. 'brainstorming' sessions in groups; listing alternatives without evaluation ('lateral' or 'divergent' thinking).

8.1.2 Identifying what evidence would support a statement or a guess and what would cast doubt on it

e.g. logical deduction of consequences, probable implications.

8.1.3 Considering or eliminating alternatives, in a systematic way

e.g. the need to hold some variables constant or have a 'control'; taking into account previous experience; the probability of certain causes; distinguishing between cause and correlation.

8.1.4 Generalising as appropriate from previous experiences or data

e.g. including discussion of the degree of confidence which is justified, the effects of further evidence, etc.

Special sessions in problem-tackling or scientific method may appeal to some students. Others will respond better if these objectives are dealt with in the natural course of activities and discussion occurring in the rest of the course. In the latter case, students should still be made aware of what constitutes a scientific approach, and in either case, experience should be given of problems which do not have one clear solution, as well as those which do.

8.2 Experience the process of planning an event or course of action, working individually and in groups

e.g. a journey by public transport, a visit to a factory, making an object, applying for a job, buying a vehicle, by

8.2.1 Identifying the nature of a problem, and collecting relevant information

e.g. factors involved; factual data available; sources of expert advice.

8.2.2 Working out alternative strategies and predicting their likely outcomes

as a pencil and paper excercise; as a topic for group discussion.

8.2.3 Choosing and implementing a plan, and adapting it to circumstances as appropriate

8.2.4 Evaluating the effectiveness of the plan, and identifying lessons to be learned
student performance should be judged with regard to this, rather than success or otherwise of the plan.

★ 8.2.5 Develop the capacity to learn with computer assisted methods, using appropriate equipment.

Aim 9

To bring about sufficient political and economic literacy to understand the social environment and participate in it.

Section 9.1 describes a procedure by which the political dimension of issues which arise during the course can be analysed. It is not intended that these objectives should be learned in isolation. The issues that may arise among the students, or through an account in a case-study, the press, TV, etc.

The students should

9.1 Appraise a policy dispute by

9.1.1 identifying the cause of disagreement
e.g. goals, values, methods (especially if allocating resources), results (ref. 9.11).

9.1.2 saying what further information they need, and where it can be found
(ref. 6.3.4)

9.1.3 identifying where and by whom any decision will be made
e.g. in a local authority, by the housing committee; in the college, by the Academic Board.

9.1.4 indicating who is likely to be affected by various policies and in what way
identify likely supporters/opponents (ref. 5.6).

9.1.5 Describing alternative ways of influencing the decision, and evaluating their relative merits
e.g. by forming pressure groups, writing letters, visiting, organising petitions, writing to newspapers; evaluating through discussion (ref. 8.2).

9.1.6 describing the issue using some basic political terms
e.g. conflict, power, consent-dissent, order-disorder, rules, compromise, consensus.

9.2 Analyse and appraise some groups to which they belong, and describe the methods by which decisions are reached in them
e.g. family, youth-club, class, student union; formal and informal groups.

9.3 Develop an awareness of the workings of formal decision-making groups by
i.e. groups which have rules of procedure

9.3.1 experiencing membership of such a group
e.g. class meetings, or in role-play simulation

9.3.2 experiencing/discussing different systems of voting
e.g. for nationwide referenda, general elections, class representative, goal of the month.

9.3.3 listing the conventional order of items on an agenda, and explaining their meaning and usage
e.g. minutes, standing items, AOB.

9.3.4 visiting and observing a public decision-making body in action
e.g. local council, college, Academic Board.

9.4 Gain a basis for evaluating national politics by being able to

9.4.1 Name the major political parties, their leaders, and describe major and/or distinctive items of policy
e.g. analysis of statements, actions, manifestos (ref. 6.3.3); critical evaluation of media reports.

9.4.2 Describe in general terms, how local and central government relate, and the role of the EEC
e.g. probably approached through case study of a given issue.

9.4.3 Indicate which Departments of Government are responsible for decisions which may affect the students personally

e.g. fundings of the college, repair of roads, law on speed limits.

9.5 Check and explain a payslip

e.g. deductions, tax-coding.

9.6 Balance income against expenditure and keep necessary records

9.7 Make value-for-money calculations and estimations

When shopping; various sizes of product, special offers in shops (ref. 6.1).

9.8 Plan an estimate personal budget for a typical working week in their intended jobs

e.g. travel costs, meals, entertainment, accommodation, etc. (ref. 11.5).

9.9 Describe the function and use of a bank account, the Giro, building society, HP and credit cards

e.g. comparative interest rates; conditions of use; etc.

It is recommended that the achievement of the following objective be promoted through the use of a simulation or business game, which enables students to discover the various factors involved from experience or as a result of their own investigation (ref. 8.2). Presentation of the material in the form of a series of lectures, or a conventional text book, would not be appropriate.

9.10 Investigate how a business is run by identifying the factors involved in

(i) deciding what to sell

e.g. market research effect of competition, design of product

(ii) choosing location

e.g. availability of labour, raw materials, transport, location of customers and competitors

(iii) borrowing money

e.g. banks, shareholders

(iv) employing people

e.g. wages, national insurance, legislation

(v) buying raw materials

examples from manufacturing and service industry

(vi) calculating overheads

e.g. rent, rates, advertising, office staff, maintenance, etc.

(vii) selling product

e.g. functions of sales staff, customer relations; determining prices.

(viii) calculating profit/loss

e.g. simple accounting

(ix) what happens to profit/loss

e.g. interest payments, taxation, reinvestment, dividends.

9.11 Discuss the factors influencing the variable price of certain items, and arguments for and against state intervention

e.g. houses, fresh fruit, fuel.

9.12 Explain a selection of firms or organisations in basic economic terms

e.g. capitalist, co-operative, nationalised enterprises.

9.13 Investigate the sources of central and local government income, and where it is spent

case studies, use of reference texts, interpretation of tables and graphs.

9.14 Read some common legal documents and be able to answer simple comprehension questions on them

e.g. guarantees, HP contracts, rental agreements.

9.15 Visit a court of law, and discuss its procedures, personnel and atmosphere.

9.16 Demonstrate knowledge of their rights with respect to arrest and bail, by role-playing typical incidents and evaluating alternative courses of action

e.g. an incident involving the police (a) when the individual has broken the law and (b) when the individual is in the right

e.g. discussion of principle v expediency, rights and

duties; discussion with the police representatives.

9.17 Use a simple reference text to determine their rights/duties in specific cases relating to the laws as it affects the consumer, the motorist, the employee
e.g. NCCL guide, Department of Employment publication (ref. 6.3.4).

9.18 Distinguish between criminal and civil law, know the usual order of proceedings through the courts, and compare the function of tribunals
perhaps via case studies.

9.19 Be aware of sources of legal aid and advice.

Aim 10

An appreciation of the physical and technological environments and the relationship between these and the needs of man in general, and working life in particular.

The students should

10.1 Participate in a group conducted survey of local amenities, which identifies some characteristics of the locality
e.g. surveys of leisure facilities, open or unused spaces, distribution of shops or industry.

10.2 Visit a social welfare centre as a basis for discussing personal and community responsibility for others
e.g. old folks' homes, centres for the handicapped, day centres (ref. 4.1, 4.6).

10.3 Identify and assess the nature of environmental problems, through such issues as housing and transport
e.g. (a) use local photographs, sketches and taped interviews to argue for and against various forms of housing and (b) undertake a costing exercise of daily travel to support cases for and against private and public transport schemes (ref. 8.2) referring to the notions of continuity, change, cause, effect, etc. as appropriate (ref. 8.1.4).

10.4 Examine at least two different industries or places of work, identifying
e.g. a production and a service industry.

(i) the enterprises, their use and dependence on energy
e.g. what fuels are used, and for what, the ecological and environmental implication of their use

(ii) the production methods and materials which are used
e.g. mass production, batch production, unit production; the processes which are mechanised and how this compares with the recent past and predictable future (ref. 1.3); the effect of this on changes in materials.

(iii) the division of labour and the nature of individual jobs
e.g. the effect of fully automatic, semi-automatic or manual control on the nature of jobs;
the effect of the use of power, production methods and materials on working conditions, skills required, etc. (ref. 1.2).

10.4 Appraise the implications of some current developments in technology
e.g. as observed in the above industries or as currently highlighted in the news. Discussions of economic, social, environmental and psychological implications (e.g. capital investment required, scale/location of industry, effect on employment and ownership, pollution, power requirements, changes in status of jobs, etc.).

Aim 11

To bring about a development of the coping skills necessary to promote self sufficiency in the young people.

The students should

11.1 Be able to plan and prepare adequate meals
including budgeting, shopping and costing.

11.2 Use and maintain every-day machinery and equipment
e.g. fit an electric plug, use a launderette, iron a shirt. Willingness and confidence, and a knowledge of how to learn these things are intended, rather than comprehensive practice.

11.3 Apply simple principles of health-care, hygiene and physical fitness to their every-day lives

knowledge of the effect of drugs (coffee, aspirin, tobacco, 'hard' drugs, etc.); symptoms, prevention and treatment of common ailments and diseases; access to facilities and activities for developing and maintaining fitness (ref. 3.2).

11.4 Practise simple first-aid techniques dealing with cuts, sprains, burns, etc. Know when to call in expert help.

11.5 Investigate and use sources of information regarding the finding and maintenance of accommodation

e.g. use of press, adverts, agencies, rental and purchase, regulations and procedures; do-it-yourself manuals

Aim 12

To bring about a flexibility of attitude and a willingness to learn, sufficient to manage future changes in technology and career.

Introduction

There may be said to be four elements necessary to produce this flexibility:

(a) Possession of commonly used and transferable skills and capacities

(b) Realisation of the need for flexibility

(c) Ability to identify the underlying principles of a process or activity

(d) Experience of and confidence in one's ability to transfer learning from one context to another.

It is hoped that many of the transferable capacities – element (a) – are already embodied in the other core objectives.

Element (b) will be encouraged by the economic and technological objectives included under Aims 9 and 10.

The need for (c) is part of the rationale behind the prescription of much experiential learning and project/case study/simulation activity in the core.

Element (d) entails the following general objectives, which will relate to much of the activity in the course as a whole, affecting the teaching approach as much as the content.

The students should

12.1 Whenever they develop a particular capacity in a given context

e.g. measuring up; estimating materials; following an instruction manual; giving instructions; fault finding.

12.1.1 Identify other contexts in which the capacity could be useful

e.g. similarity between: assembly instructions and recipes: and adjusting bikes or sewing machines.

12.1.2 Be given practice at applying relevant aspects of previous learning to a new situation

Having identified a transferable skill, practise transferring and adapting it.

12.1.3 Identify any other activities at which they are likely to be successful, on the evidence of this learning

As a contribution to the self-profile (ref. 2.2, 2.4). What do they enjoy doing? What kind of learning comes easily to them?

Appendix 3
Useful References

List of references to books, articles and organisations that may help in promoting the classroom skills referred to in parts II and IV. We repeat that it is by no means an exhaustive, or exhaustively selective, list and would draw readers' attention to *A guide to resources* Schools Council Skills for Adult Working Life Project, 1983.

Aims/Objectives
Ref: Paras 12/13

i. PERSONAL AND SOCIAL DEVELOPMENT (see Experiential Learning).

Assessment of Performance Unit. *Personal and social development*. Department of Education and Science, 1981.

Developing social and life skills. FEU, 1980.

Hopson, B. and Scally, M. *Lifeskills teaching programmes 1 and 2*. Lifeskills Associates, 1979 and 1982.

Moral Education Project. Schools Council

Hopson, B. and Scally, M. *Life skills teaching*. McGraw Hill, 1981.

Baldwin, J. and Wells, H. *Active tutorial work*. Blackwell, 1979.

Button, L. *Developmental group work with adolescents*. Hodder and Stoughton, 1974.

Button, L. *Group tutoring for the form teacher* Vols 1 and 2. Hodder and Stoughton, 1981 and 1982.

David, K. *Personal and social education in secondary schools*. Longmans Resources Unit, 1983.

Beyond coping. FEU, 1980.

Priestley, P. et al. *Social skills and personal problem solving*. Tavistock, 1978.

BBC Young Adult Project. 16 up [TV Series]. BBC, 1981.

Rubber and Plastics Industry Training Board. *Life and social skills: tutor's manual UVP/YOP*. RPITB, 1983.

Scottish Community Education Centre. *Social education: methods and resources*. SCEC, 1981.

Sprass, D. *Knowing's not enough: 5 case studies of social education approaches in the Youth Opportunities Programme*. National Youth Bureau, 1981.

Scottish Education Department. *Social and vocational skills guidelines*. Scottish Education Department, 1981.

Basic Skills Unit
Starting work kit. BSU, 1980.
Jobmate. BSU, 1981.
Help game. BSU, 1980.

Lifeskills Teaching Magazine Lifeskills Associates [Quarterly].

ii. AESTHETIC AND ENVIRONMENTAL APPRECIATION

Lorac, C. and Weiss, M. *Communication and social skills: a report of the Schools Council project: Communication and social skills through use by pupils of audio-visual media*. Wheaton, 1980.

Adams, E. and Baynes, K. *Art and the built environment: study activities*. Longman Resources Unit, 1982.

Various publications from the Schools Council Geography for the Young School Leaver Project.

Hancock, J. *Urban development and planning*. Blackwell, 1980.

Johnson, C. and Smith, J. *Directory of environmental literature and teaching aids*. Council for Environmental Education, 1979.

iii. TECHNOLOGICAL STUDIES

Association for Science Education
Science in society. Heineman Educational, 1981.
Science in a social context. Heineman Educational, 1983.

Nuffield Project. *Working with science*. Longman Resources Unit, 1980.

Evans, C.R. *The mighty micro.* Hodder and Stoughton, 1980.

City and Guilds of London Institute. *Guidelines for foundation courses,* CGLI, 1982.

iv. POLITICAL AND ECONOMIC EDUCATION

Books and Papers

Crick, B. and Porter, A. (Eds.) *Political education and political literacy.* Longman for Hansard Society, 1979.

Brennon, T. and Brown, J.F. *Teaching politics: problems and perspectives.* BBC, 1975.

Heater, D.B. (Ed.). *The teaching of politics.* Methuen Educational, 1969.

Trade union simulation. Cockpit Arts Workshop, 1982.

Pratley, B. and Suddaby, A. (Eds.) *Pre-vocational education.* Longman, 1983.

Organisations

The Politics Association, 16 Gower Street, London WC1.

The Hansard Society, 12 Gower Street, London WC1.

The Association of Teachers of Social Sciences, 85 Dorchester Road, Solihull, West Midlands.

The Economics Association, 18, Cedar Road, Sutton, Surrey.

Commission for Racial Equality, 10-12 Allington Street, London W1.

Community Service Volunteers, 237 Pentonville Road, London N1.

v. COMMUNICATION SKILLS

Department of Education and Science *A language for life.* [The Bullock Report]. HMSO, 1975.

Engineering Careers Information Service. *Engineering your communications.* Engineering Industry Training Board, 1981.

Shiach, D. *Language for work.* Nelson, 1982.

Adult Literacy and Basic Skills Unit. *Literacy, numeracy and the young trainee.* ALBSU, 1981.

Sutton, C. (Ed.) *Communicating in the classroom.* Hodder and Stoughton, 1981.

vi. NUMERACY

Department of Education and Science. *Mathematics counts.* [The Cockcroft Report]. HMSO, 1982

Harris, M. *Maths in work.* ILEA, 1982.

ILEA Learning Materials Service. *Number in a city* [Resource Pack] LMS, 1981.

Shell Centre for Mathematical Education. *Basic skills in mathematics for engineering: an illustrated guide* Engineering Industry Training Board, [No date]

Basic Skills Unit. *Improve your maths.* BSU, 1983.

vii. MANIPULATIVE SKILLS

Basic skills. FEU, 1982.

viii. PROCESS SKILLS

Birtles, B. and Hewitt, P. *Your rights at work: a practical guide* 2nd ed. National Council for Civil Liberties, 1982.

Careers Research and Advisory Centre. *Deciding* Hobsons Press, 1974.

National Extension College. *Decision making* [Cards] NEC, 1980

ILEA Learning Materials Service. *Learning in a city.* [Resource Pack]. LMS, 1981.

Maybliwi, Shaw. *No BEd, no job.* Community Service Volunteers, 1978.

How do I learn? FEU, 1981.

Gibbs, G. *Learning to study.* National Extension College, 1980.

Basic skills. FEU, 1982.

Macker, G. *Steps to success.* NFER-Nelson, 1982.

Strategies
Ref: Paras 15/35

i. ASSESSMENT

Childs, R. *A survey of numeracy and communication tests for sixteen plus.* National Foundation for Educational Research, 1981.

Profiles. FEU, 1982.

Basic skills. FEU, 1982.

Frith, D. *A teacher's guide to assessment.* Stanley Thornes, 1983.

ii. NEGOTIATION

Weston, P.B. *Negotiating the curriculum.* National Foundation for Educational Research, 1980.

Negotiation (Draft title of forthcoming FEU publication).

iii. EXPERIENTIAL LEARNING (see Personal and Social Development).

Experience, reflection, learning. FEU, 1978.

How do I learn? FEU, 1981.

Curriculum opportunity. FEU, 1983.

Manpower Services Commission. *Trainee-centred reviewing.* MSC [No date].

Careers Research and Advisory Centre. *Handbook on work experience.* CRAC, 1981.

Careers Research and Advisory Centre. *Work experience and industrial visits.*

ILEA Learning Resources Service. *Work experience* [Resource pack]. LMS, 1981.

Beyond coping. FEU, 1980.

Goodlad, S. *Learning by teaching.* Community Service Volunteers, 1983.

Scottish Pre-School Playgroups Association. *Teenagers in playgroups.* Scottish Pre-School Playgroups Association, 1982.

Brandes, D. and Phillips, H. *The gamesters handbook.* Hutchinson, 1979.

Taylor, J.L. and Watford, D.R. *Simulation in the classroom.* Penguin, 1972.

Bray, E. *The Mini Co kit.* Strathclyde Regional Council, 1980.

Lewis, R. and Mee, J. *Using role play: an introductory guide.* National Extension College, 1981.

iv. COUNSELLING AND GUIDANCE

Tutoring. FEU, 1982.

Various publications from Careers Research and Advisory Centre, Bateman Street, Cambridge CB2 IL2.

Courses organised by NICEC, Hatfield Polytechnic, Bayfordbury Annexe, Lower Hatfield Road, Hertford SG13 8LD.

v. COMMUNITY INVOLVEMENT

Manpower Services Commission. *Using residential experience in YOP.* MSC, 1981.

Manpower Services Commission Directorate of Training. *Unified vocational preparation: a gazetteer of residential centres.* MSC, 1980.

Hargreaves, D.H. *Challenge for the comprehensive school.* Routledge, 1982.

Manpower Services Commission. *Trainee centred reviewing.* MSC [No date].

Education Resource Unit for YOP. *Assessment in youth training: mode to measure?* The Unit, Jordanhill College of Education, 1982.

vi. TEACHING FOR TRANSFER

Basic skills. FEU, 1982.

Hayes, C. et al. *Foundation training issues.* Institute of Manpower Studies, 1982.

Townsend, C. and Seedat, M. *Skills needed for young people's jobs.* Institute of Manpower Studies, 1982.

Hilgendorf, L. and Welchman, R. *Learning at work: the Tavistock guide.* MSC, 1982.

Manpower Services Commission. *Basic skills analysis: how a checklist can help make the most of training opportunities.* MSC, 1982.

vii. RECORDING AND PROFILING

Profiles. FEU, 1982.

Balogh, J. *Profile reports for school leavers.* Longman for Schools Council, 1982.

Scottish Council for Research in Education. *Pupils in progress.* Hodder and Stoughton, 1977

Further Education Staff College. Profiling and profile reporting. *Coombe Lodge Report* Vol 14. No. 13 1982.

General References

A basis for choice 2nd ed. FEU, 1982.

Teaching skills. FEU, 1982.

Deon, I. and Steeds, A. *17+: the new 6th form in schools in FE.* NFER-Nelson, 1982.

Jamieson, I. and Lightfoot, M. *Schools and industry.* Methuen Educational, 1982.

Useful Address for Publications

Basic Skills Unit
Sales Department, COIC, MSC, Moorfoot, Sheffield.

Careers Research and Advisory Centre
Hobsons Press Ltd., Bateman Street, Cambridge CB2 1LZ.

Community Service Volunteers
237, Pentonville Road, London N1.

Engineering Industry Training Board
PO Box 75, Stockport, Cheshire SK4 1PH.

Geography 16-19 Project
Institute of Education, University of London, 20 Bedford Way, London WC1H 0AL.

Lifeskills Associates
Ashling, Back Church Lane, Leeds LS16 8DN.

'Maths in Work'
Ms M. Harris, ILEA Ladbroke Mathematics Centre, Bethwin Road, London SE5 0PQ.

Manpower Services Commission
CTAL (Publications), Moorfoot, Sheffield SL4 4PQ.

National Extension College
18 Brooklands Avenue, Cambridge CB2 2HN

National Foundation for Educational Research
Darville House, 2 Oxford Road East, Windsor, Berks SL4 1DF

Schools Council
160, Great Portland Street, London W1N 6LL.

Scottish Education Department
New St. Andrew's House, St. James Centre, Edinburgh EH1 3SY.

Scottish Vocational Preparation Unit
Robertson House, 86 Southbrae Drive, Glasgow G13 1PP.

ILEA-Learning Materials Service
Highbury Station Road, London N1

Appendix 4
Membership of Common Core Working Group

Richard Pring (Chairman)
Professor of Education,
Exeter University.

Peter Burke
Senior Assistant Secretary, Southern Region
Examination Board

Susan Cannon
The Willink, School, Burghfield, Reading

Peter Davies
Price's College, Fareham.

Michael Duffy
Head-teacher, The King Edward VI School, Morpeth

Erica Glynn
Chelsea College

Clive Hart
Associate Director,
16-19 Geography Project (Schools Council).

Molly Hattersley (until Christmas '82)
Head-teacher, Creighton School, Haringey.

Cliff Kendall
Principal Lecturer in Engineering (retired)

Ben Kerwood
Deputy Head,
John Mason School, Abingdon.

Giles Job
Science Adviser, Suffolk LEA

Anne Jones
Head-teacher, Cranford Community School, Hounslow

Henry Macintosh
Secretary, Southern Region Examination Board.

Ian Macwhinnie
Vice-Principal, N. London College.

Michael Oakes
Head of General Education Dept.,
Edmonton College of FE.

Beryl Pratley
Vice-Principal,
Abingdon College of FE.

Tony Quartermaine
Price's College, Fareham.

FEU

Jack Mansell
Jean Shirley (Secretary)

FEU Publications

Common core – teaching and learning is one of a number of FEU publications intended to inform teachers and others and to stimulate professional discussion about matters of concern to the FE service. Other FEU staff development publications include:

How do I learn?: an experimental programme to introduce young people and their teachers to the many ways of learning. December 1981 (Order No. 9372)

The starting point for the project from which this report stems was the belief that many young people learn less effectively than they might, and that it should be possible to help them learn more efficiently and with more confidence and enjoyment. The report suggests ways in which subject teachers can develop learning courses for their students.

Tutoring: the guidance and counselling role of the tutor in vocational preparation. June 1982 (Order No. 9655)

This self-help resource manual is for teachers rather than professional counsellors. It is aimed at staff developers, as well as to course tutors and subject teachers. The publication is about the way in which tutors might relate to young people; it tries not to separate subject teaching from counselling, since most teachers interact with their student via the subject they teach. The conceptual framework used througout the manual is based on six major components: Aims, Stages of Development, Tasks, Values, Skills and Settings.

Teaching skills: towards a strategy of staff development and support for vocational preparation. June 1982 (Order No. 9708)

This publication is intended to assist those responsible for the further training and development of teachers who are, or about to be, engaged in vocational preparation. The document briefly reminds readers of the basics of vocational preparation and describes evidence that shows that although many teachers are willing to be involved in this work they urgently need support. It analyses the problems and finally suggests a strategy that staff developers might adopt in developing programmes of support.

Competency in teaching: a review of competency and performance based staff development. December 1982 (Order No. 151)

The main aim of the FEU in publishing this review is to promote an increased awareness of Competence Based Teacher Education (CBTE) and Performance Based Teacher Education (PBTE) as individualised modular systems for staff development. The two terms are assumed to be synonymous and the composite abbreviation C/PBTE is used throughout the text. The document outlines the development of C/PBTE in the USA; describes the tentative approaches that have been made in the UK in this field; and produces examples of C/PBTE modules that are available and how they are used. Whether for initial training or for in-service staff development C/PBTE, sensitively used, has some potential in assisting teachers, whether in schools or FE, to develop or refurbish their skills.

Computer literacy Part 1: a manager's guide. November 1983 (Order No. 238)

Part 1 of this report is intended primarily for providers of computer literacy, i.e. for those engaged in the management function (College Principals, Vice Principals, Heads of Department, Managers of YTS schemes, Directors of TVE (schemes). The document contains an overview of computer literacy in the context of education and training schemes and gives content, resource and staff development recommendations, together with strategies for assessment.

Copies of these documents (which are free of charge) are obtainable, while stocks last, from the Publications Despatch Centre, Department of Education and Science, Honeypot Lane, Canons Park, Stanmore, Middlesex.

A complete list of FEU publications is also available from the above address.